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This guide is intended to aid adult education directors, school principals, supervisors of home economics, and area center program planners in organizing occupational programs for adults, and to help instructors train adults for employment in management services in public and private institutions and housing projects. Section I outlines suggested time allocations and other elements in organizing the training program. Section II presents a nine unit outline for such family service occupations as companion, home health aide, homemaker, visiting homemaker, and nursemaid. The last section outlines a seven unit program for such related managerial occupations as management aide, lodging facilities manager, housemother, cottage parent, and hotel and institution keeper. Human relations, adjustment to the world of work, managerial responsibilities, feeding the family, caring for the ill and convalescent, developing good staff members, aiding clients, and providing effective maintenance and food services are among the topics covered. A glossary, index, and bibliography of source materials are included. Free copies of this document are available to New York State school personnel when ordered through a school administrator from the Publications Distribution Unit, State Education Building, Albany, New York 12224. (ly)

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MANAGEMENT SERVICES

a training guide for out-of-school youth and adults

home economics occupational education

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THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
UREAU OF CONTINUING EDUCATION CURRICULUM DEVELOPMENT/ALBANY, NEW YORK/12224
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FOREWORD

An increasing number of women are combining gainful employment with marriage, motherhood, and community responsibility. Many desire to work at jobs in which they can utilize their homemaking knowledges and skills. Management aide, companion to the elderly or handicapped, housekeeper, and visiting homemaker are among the job opportunities available to these adults.

This guide has been prepared to assist adult education directors, school principals, supervisors of home economics, and area center program planners in organizing occupational programs for adults and to assist instructors in training adults for employment in the field of management services, one of seven occupational areas for which the Bureau of Home Economics Education assumes leadership.

The persons who worked on this project were requested to break new ground. They are to be commended for their efforts which have resulted in this significant course of study. The Bureau of Continuing Education Curriculum Development wishes to acknowledge the guidance given the curriculum developers by Janet E. Popp, Associate in the Bureau of Home Economics Education. Special recognition is given to Antionette B. Deabler, Home Economics Teacher, Mont Pleasant High School, Schenectady for coordination of the materials. The subject matter content was prepared by Inez Crawford, Cuba Central School, Cuba; Elizabeth Mountain, Copiague Junior-Senior High School, Copiague; Hazel Thornton, Philip Schuyler High School, Albany; and Esther Whitford, Potter Road Vocational Center. West Seneca.

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MESSAGE TO INSTRUCTORS

A successful adult home economics occupational education program should help adults acquire salable skills utilizing the knowledge and techniques of home economics, and assist adults assume their home and community responsibilities efficiently while simultaneously employed outside their home.

The current interest in alleviating poverty and slum housing and decreasing the problems of the aged and the disadvantaged has expanded the need for mature and capable workers to help individuals and families upgrade present home situations or to adjust to new or changed environments. Competent adults are also needed to provide personal services for the aged, disabled, and ill. The type and scope of a local or area adult home economics training program in the field of management services will depend on the abilities and interests of the trainees as well as the employment opportunities available to them.

Section I of this publication gives procedures in establishing adult training programs in the field of management services. Section II presents the outline for Family Service Occupations; Section III presents the outline for Managerial Occupations. A glossary of terms used in the Guide is provided. This is followed by a list of resources to aid instructors in their teaching.

The accompanying material will be of assistance to directors of adult education programs and instructors of home economics occupational education. As instructors gain experience with this program, it is hoped they will send their suggestions for improvement to the Bureau of Home Economics Education.

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Bureau of Home
Economics Education

JOHN E. WHITCRAFT, *Director*
General Occupational Education

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A TRAINING PROGRAM FOR MANAGEMENT SERVICES

Purposes

A training program in Management Services will help interested adults to develop the understandings, skills, and attitudes necessary to qualify for the variety of jobs which provide assistance to individuals and families. In the area of family services these duties include planning and preparing nutritious meals, keeping the home clean and orderly, caring for the family laundry, and caring for children, the ill, the convalescent, and the elderly in the home. In the field of managerial services qualified adults supervise housing facilities and meal service and give information about child care, food and money management, and household services.

Procedures

The success of a training program depends upon the competency of the people who plan and guide its development and upon the initiative of the people who provide instruction and create an effective learning environment. The procedures below will aid in implementing training programs in the fields of family service or managerial occupations:

- Appointment of an advisory committee
- Identification of occupations for training
- Selection of qualified instructional staff
- Provision for adequate facilities
- Selection of trainees
- Provision for essential components of training
- Structuring of the training plan

A detailed explanation of each procedure follows.

Appointment of an Advisory Committee

The advisory committee should have both male and female members and should include a board representation from groups such as health and welfare agencies, child care agencies, housing agencies, employment services, homemakers, and business, industrial, labor, and related trade and professional organizations. An advisory committee can help set program goals, identify jobs for which training will be offered, locate adequate space and facilities, stimulate people to enroll in the training program, and evaluate the effectiveness of the program. Additional guides for setting up a functioning advisory committee are available from the Bureau of Home Economics Education.

Chart 1: SUGGESTED JOBS IN FAMILY SERVICE AND MANAGERIAL OCCUPATIONS

Job Title	Job Description
Family Service Occupations	
Companion	Acts as aide or friend, cares for elderly, handicapped, or convalescent
Home attendant, home health aide, homemaker	Cares for elderly, convalescent, or handicapped persons in their home
Nursemaid	Cares for children in their home
Visiting homemaker	Keeps the family home operating during an emergency, illness, or chronic help situation and/or serves one or more family members on a part or full-time basis
Managerial Occupations	
Management aide	Assists residents of public and private housing projects and apartments during relocation and provides information about regulations, facilities, and services
Boardinghouse manager	Supervises and coordinates activities of workers in a boardinghouse that provides meals and accommodations for transients and permanent guests
Lodging facilities manager	Manages and maintains temporary or permanent lodging facilities such as a small apartment house, motel, small hotel, or trailer park
Housemother	Acts as a housemanager, adviser, or chaperone for a boarding school, college fraternity or sorority house, children's home, or like establishment
Hotel housekeeper	Supervises work activities of cleaning personnel to insure clean, orderly, attractive rooms in hotels, hospitals, or similar establishments
Home housekeeper	Supervises and coordinates activities of household employees in a private home

Identification of Occupations for Training

The concept of occupational education today is to provide individuals with skills appropriate for employment in a range of related jobs. Occupations in the areas of family and managerial services have been identified as the two major job clusters for management training. This program should focus on those occupations in greatest demand in the local employment market as identified by job surveys and the New York State Employment Service. Chart 1, found on page 2, gives titles and descriptions of possible jobs in each cluster and should prove helpful in identifying the specific job or jobs for the local or area training program.

Selection of Qualified Instructional Staff

The best qualified instructor for the program would be a person certified to teach home economics education in New York State. A general home economist or a public health nurse would also be satisfactory as an instructor. In each case, it would be important that the person have some experience in teaching and in supervising and training of personnel. Staff members selected for this training program should have personal traits enabling them to work effectively with trainees and prospective employers. Resource consultants and guest participants may be used to enrich the content of the training program.

Important teacher understandings and knowledge include:

- The concept of occupational education in home economics
- The practices and procedures of home management, home nursing, and child care and development
- The responsibilities, relationships, and communication channels of workers within large and small operations
- The practices, procedures, and importance of quality and cost control

Provision for Adequate Facilities

Adequate space and facilities provide the proper setting in which the program may function. Some general factors to consider for the training program include related instruction offered, instructional methods involved, potential enrollment anticipated, and schedule patterns planned. The facilities needed for a training program in family service occupations and/or managerial occupations are explained below.

1. **Classroom Instructional Area.** A room equipped with lightweight tables and chairs, chalkboards and tackboards, projection screen, storage cabinets with adjustable shelves, teacher's desk and filing cabinets, bookshelves, and a variety of audiovisual equipment. A typewriter and duplicating equipment should also be available.

2. **Laboratory Area.** A multipurpose room arranged and equipped to simulate home and institutional situations. Centers and equipment space units should include the following:

   - Living center: reading, sitting, conversation, recreation, and storage units
   - Dining center: serving, eating, and storage units
   - Rest and grooming center: sleeping, dressing, and storage units
   - Bath center: tub, basin, toilet, and storage units
   - Laundry center: washing, drying, pressing, mending, and storage units
   - Food preparation center: sink, range, mixing, planning, and storage units
   - Utility center: storage units for appliances and supplies

Selection of Trainees

The trainee teacher and the adult education director or other qualified staff members should help select the persons who will profit from the training offered. Selection should be based on personal qualifications, interest, and general educational background. Previous employment records, personal interviews, and literacy tests may be sources of clues to the suitability of the individual as a potential trainee.

Provision for Essential Components of Training

The pattern for training workers in the field of family service and managerial occupations is threefold and is explained below.

1. **Related Content Presentation.** Information, procedures, and techniques are given during the presentation of the related content. Trainees are involved both directly and indirectly in such ways as planning learning experiences, reporting results of independent study, giving demonstrations, carrying out committee assignments, and discussing and evaluating experiences. Observation of actual job situations helps trainees recognize the types of work responsibilities needed for acquiring additional job competence.

2. **Supervised Laboratory Practice.** Skill development through practice is the aim of the laboratory experiences which implement content presentations. Participation in segments of real or simulated tasks during this training phase will contribute significantly to the development of specific job skills.

3. **Supervised Cooperative Work Experience.** The background of each trainee should be carefully evaluated before the work experience is planned. Some trainees may have a great deal of skill either in or outside their own home that would make additional work experience unnecessary. When work experience is desirable, the trainee should be scheduled as a regular employee for a continuous period of days or weeks to become involved in the responsibilities of a particular job. It is important that work experience be correlated with classroom instruction. Plans will need to be developed for supervision and cooperative evaluation of trainee performance by the employer and the teacher.

Structuring of the Training Plan

The scope of the jobs selected for training and the needs of the individuals being trained will help determine the time, length, and structure of the program. The units for the basic courses of study for Family Service and Managerial Occupations are listed in charts 2 and 3, found on pages 6 and 7. The suggested time allocations represent the approximate number of hours required to prepare trainees to perform the identified responsibilities.

The local training plan should be written in terms of specific employment and trainee needs as identified by the training center. The trainee teacher, assisted by the administrative staff and the advisory committee, will take the primary responsibility for adapting the State plan to the local situation and will follow this suggested procedure:

1. Identify the specific occupations for which training is desired.
2. Select the training units based on the identified occupations.
3. Adjust the content by adding or deleting material according to the past experience and abilities of the trainees.
4. Provide adequate learning experiences to develop the competencies identified for the job responsibilities.
5. Schedule the length of the training program in relation to the units selected.
6. Incorporate any necessary adaptations into the local training plan.

Chart 2: UNITS AND SUGGESTED TIME ALLOCATIONS FOR FAMILY SERVICE OCCUPATIONS

Unit 1. Adjusting to the World of Work Learning about employment Becoming and employee	70 hrs.
Unit 2. Managing Responsibilities Controlling resources Achieving personal and family goals through management techniques	40 hrs.
Unit 3. Getting Along With Others Fitting into the home situation Enlisting family cooperation	15 hrs.
Unit 4. Feeding the Family Planning and marketing for family meals Storing food Preparing and serving family meals Adapting family meals for special needs	60 hrs.
Unit 5. Caring for the Home Cleaning the home Maintaining an orderly environment	15 hrs.
Unit 6. Caring for the Family Laundry Doing the household laundry Maintaining family clothing	15 hrs.
Unit 7. Caring for the Ill and Convalescent Obtaining, recording, and reporting patient information Providing personal care Moving and transferring patients Maintaining a congenial home atmosphere	75 hrs.
Unit 8. Caring for Infants and Children Keeping infants well and happy Maintaining the health and safety of children	40 hrs.
Unit 9. Caring for the Elderly Providing for the physical needs Providing for the emotional needs Assisting with simple business matters and social contacts	40 hrs.

Chart 3: UNITS AND SUGGESTED TIME ALLOCATIONS FOR MANAGERIAL OCCUPATIONS

Unit 1. Adjusting to the World of Work Learning about employment Becoming an employee	70 hrs.
Unit 2. Managing Responsibilities Controlling resources Achieving personal and family goals through management techniques	40 hrs.
Unit 3. Establishing Working Relationships With Employer, Staff, and Clients Communicating information to others Using good business procedures	50 hrs.
Unit 4. Developing Good Staff Members Hiring and orienting staff to their responsibilities Providing effective supervision of staff	70 hrs.
Unit 5. Giving Help to Clients Interpreting the services available Providing resources	90 hrs.
Unit 6. Providing Effective Maintenance Services Supervising the maintenance of the home and/or building Taking appropriate action related to maintenance problems	50 hrs.
Unit 7. Providing Effective Food Service Organizing a food preparation operation Supervising daily meal preparation	70 hrs.

FAMILY SERVICE OCCUPATIONS

Organization of Course

The Family Service Occupations program is a course of study deisgned to help those adults interested in becoming effective workers in any one of a group of related occupations which include companion, home health aide, homemaker, nurse aid, and visiting homemaker.

This study program is divided into nine units with two or more related job responsibilities identified under each unit. These are followed by two or more essential learnings and suggested learning experiences. Since Units 1 and 2 are introductory, they deal primarily with the development of a personal philosophy and an understanding of the world of work. Units 3 through 9 aid in the development of the specific competencies related to selected training areas.

Chart 4, entitled "Training Outline for Family Service Occupations," shows the course units, the job responsibilities, the essential learnings, and an estimate of the time allocations which may be necessary to prepare trainees to perform specific tasks.

Chart 4: TRAINING OUTLINE FOR FAMILY SERVICE OCCUPATIONS

Unit 1. Adjusting to the World of Work . . . . 70 hrs.

Topic A — Learning about Employment
Essential Learnings: Nature of employment in society
Effects of work on individuals
Effects of job opportunities on women

Topic B — Becoming an Employee
Essential Learnings: The concept of employment
The opportunities in family services
The successful employee

Unit 2. Managing Responsibilities . . . . 40 hrs.

Topic A — Controlling Resources
Essential Learnings: Importance of managing resources at home and on the job
Nature and organization of resources

Topic B — Achieving Personal and Family Goals Through Management Techniques
Essential Learnings: Basic guides
Basic situations

Unit 3. Getting Along With Others . . . . 15 hrs.

Job Responsibility A — Fitting into the Home Situation
Essential Learnings: The nature of individuals
The patterns of child development
The understanding of the child in varied family situations

Job Responsibility B — Enlisting Family Cooperation
Essential Learnings: The promotion of cooperation among family members
The sharing of responsibilities

Unit 4. Feeding the Family . . . . 60 hrs.

Job Responsibility A — Planning and Marketing for Family Meals
Essential Learnings: Nutritional needs
Menu development
Food purchasing
Food records

Chart 4 *(Continued)*

Job Responsibility B — Storing Food
Essential Learnings: Utilization of food storage facilities
Maintenance of food storage facilities

Job Responsibility C — Preparing and Serving Family Meals
Essential Learnings: Importance of a time plan
Preparation of foods
Creation of proper mealtime atmosphere

Job Responsibility D — Adapting Family Meals for Special Needs
Essential Learnings: Adaptions for individuals with special dietary needs
Adaptions for families
Adaptions for the physically handicapped

Unit 5. Caring for the Home . . . . 15 hrs.

Job Responsibility A — Cleaning the Home
Essential Learnings: Management procedures
Maintenance procedures

Job Responsibility B — Maintaining an Orderly Environment
Essential Learnings: Importance of an orderly environment
Organization of home storage space

Unit 6. Caring for the Family Laundry . . . . 15 hrs.

Job Responsibility A — Doing the Household Laundry
Essential Learnings: Importance of good laundering procedures
Utilization of laundry equipment and supplies

Job Responsibility B — Maintaining Family Clothing
Essential Learnings: Repair of clothing
Utilization of sewing and pressing equipment

Unit 7. Caring for the Ill and Convalescent . . . . 75 hrs.

Job Responsibility A — Obtaining, Recording, and Reporting Patient Information
Essential Learnings: Obtaining patient information
Relaying patient information

Job Responsibility B — Providing Personal Care
Essential Learnings: Relationship of the homemaker to the professional
Responsibilities of the homemaker

Job Responsibility C — Moving and Transferring Patients
Essential Learnings: Knowledge of body mechanics
Use of orthopedic devices

Chart 4 *(Concluded)*

Job Responsibility D — Maintaining a Congenial Home Atmosphere
Essential Learnings: Home adjustment for patient
Family adjustment to illness

Unit 8. Caring for Infants and Children . . . . 40 hrs.

Job Responsibility A — Keeping Infants Well and Happy
Essential Learnings: The needs of infants
The care of infants

Job Responsibility B — Maintaining the Health and Safety of Children
Essential Learnings: Physical and emotional care
Safety precautions

Unit 9. Caring for the Elderly . . . . 40 hrs.

Job Responsibility A — Providing for the Physical Needs
Essential Learnings: Importance of physical well-being
Importance of adequate housing

Job Responsibility B — Providing for the Emotional Needs
Essential Learnings: The emotional needs
The responsibilities of the homemaker

Job Responsibility C — Assisting with Simple Business Matters and Social Contacts
Essential Learnings: The nature of household business matters
The nature of basic social needs

Unit 1

ADJUSTING TO THE WORLD OF WORK

Topic A: Learning About Employment

BEHAVIORAL OUTCOMES

- Identifies factors which affect the availability of jobs
- Understands the meaning of work in a democratic society
- Recognizes the changing employment picture
- Realizes the importance of preparation for work now and in the future
- Knows where to seek information regarding jobs
- Understands the changing role of women in the world of work

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Essential Learning: Nature of Employment in Society

Factors affecting job market
- Economic conditions
- Individual income levels
- Employment areas: agricultural, industrial, resort, residential
- Community organizations: urban, suburban, rural
- Social customs: mores, traditions, changes

Trends in national, State, and local employment
- Job demands for skilled and unskilled workers
- Job opportunities for women
- Length of work week
- Job opportunities in service and part-time employment

Implications of employment trends
- Higher educational requirements
- Greater job competition
- More women preparing for dual roles
- Different employment patterns for men and women

Benefits to society through work
- Improves local, State, and national economy
- Raises standard of living
- Reduces social problems
- Promotes democratic ideas of individual freedom and concern for other countries

Learning Experiences

- Invite representatives from such community agencies as the New York State Employment Service, a private employment agency, the Social Welfare office, the Public Housing Authority, and the Coordinated Home Care Program to discuss local employment opportunities with the class.

- Prepare and present transparencies concerned with trends in the employment of women in the labor force, part-time jobs, in-service type jobs, and automation. Secure information from a survey of such local community resources as the New York State Employment Service, a high school director of guidance, labor organizations, and area training centers. Ask a trainee to lead a discussion on the material presented.

- Ask trainees to bring in ideas or examples which illustrate worker competition, job requirements, or the dual role of women. Use the circular response method to share examples contributed by participants. Appoint a recorder to summarize ideas presented.

- Show and discuss such films as "Finding the Right Job" and "Your Earning Power" available from Coronet Films. Ask class members to share ideas concerning their reasons for joining the labor force and their goals for future attainment.

Essential Learning: Effects of Work on Individuals

Benefits derived from work
- Personal satisfaction
- Greater security
- Financial independence
- Personal advancement
- Higher living standard
- More self-respect

Considerations when preparing for employment
- Develop wholesome work attitude
- Develop personal values and goals in relation to employment, education, and training

Sources of information about job qualifications and availability
- New York State Employment Service
- School guidance office
- Local chamber of commerce
- Want ads
- Neighbors
- Friends

Learning Experiences

- Ask trainees to prepare reports on interviews with family members, friends neighbors, and/or acquaintances who are currently employed. They should seek information concerning job satisfactions, working conditions, wages, adjustments in living routines, security, and degree of self-respect. Discuss interviews as reported.

- Use aptitude tests to evaluate present skills, capabilities, and interests in order that trainees may make a wise choice of a training program.

- Ask trainees to conduct a community survey of jobs available and qualifications necessary in the field of family service. They should check with neighbors and friends, answer want ads, and contact both the New York State Employment Service and the local school guidance offices. Discuss ways this information can be utilized.

Essential Learning: Effects of Job Opportunities on Women

Changes effecting the role of women
- Decreased emphasis on the women's role in the home
- Reduced time required to maintain a home in a period of technological advances
- Increased desire by women for personal fulfillment and financial gain
- Increased demand from labor market for more trained workers
- Increased recognition of the abilities of women

Variations in the work-patterns of women
- Uninterrupted patterns: remain single and work only in periods of economic necessity; marry and become full-time homemakers
- Interrupted patterns: work before marriage or after marriage, until children arrive; work after children are in school or away from home; work because of loss of husband's income through illness, separation, or death; work to supplement income

Changes in customs when men and women work together
- Conversation
- Attitudes
- Dress

Benefits to women preparing to work
- Helps develop their abilities
- Permits opportunity for choice of career
- Provides means of supplementing family income
- Allows use of potential when not required as a full-time homemaker

Benefits of continuing education
- Enables the up-dating of skills or the development of new skills
- Increases opportunity for job advancement
- Provides wider horizons for personal development

Ways of continuing education
- Enroll in adult education courses
- Participate in company and government sponsored training programs
- Pursue higher education in public or private institutions
- Study at home
- Attend community educational and cultural functions

Learning Experiences

- Assign committees to read and report on articles dealing with the problems that occur when the mother works outside the home. Follow with a discussion period.

- Show a film like "The Changing World" available from the University of Colorado, and discuss the role of women and the jobs available to them. Ask members of the class to relate their own situation to those described in the film.

- Design several role-playing situations which allow participants to act out such real-life situations as a woman considering outside employment and discussing the situation with her family; a married woman discussing her role as a main wage earner during a time of emergency; or a mother going to work to supplement the family income for a variety of necessities—college education for children, extra savings, or luxuries. Follow with a discussion which allows participants to express their own reactions.

- Show a film like "Who's Boss?" available from McGraw-Hill, and discuss suggestions for improving the role of women in the home. Have trainees list some aids in helping a woman to become an outside-the-home worker.
- Use the buzz-session technique to consider the increased employment opportunities and training implications of such new legislation as Medicaid or Medicare. Introduce such related factors as the extended life expectancy span, public housing facilities and services, and/or new technological advances. Report findings of individual groups to the class and discuss.
- Invite the director of adult education to speak on the offerings in the local adult education program. Follow with question and answer period.

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Topic B: Becoming an Employee

BEHAVIORAL OUTCOMES

- Understands the elements which influence the employment situation
- Recognizes the importance of personal attitudes, behavior, and appearance in the world of work
- Realizes there are factors that may affect the availability of a person for employment
- Analyzes personal qualities in relation to work

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Essential Learning: The Concept of Employment

Factors affecting decision to combine marriage and work
- Attitude of husband
- Personal and economic considerations
- Management of household
- Facilities for care of children
- Rewards of working
- Security of maintaining salable skills throughout family life cycle

Employee practices affecting employer
- Interest in optimum job performance
- Suggestions for improved methods
- Participation in employee organizations and labor unions
- Understanding of operational procedures
- Understanding of ethical procedures: honesty, loyalty, dependability.

Factors affecting choice of job
- Personal preference: interest in work, location, opportunities for learning and advancing
- Job availability: requirements, conditions of work, pay and benefits, community

Qualifications for employment
- Education
- Job skills and competencies
- Assets and limitations
- Willingness to practice or study for improvement of self or skills
- Experience
- Training: knowledge of growth and development of children, knowledge of home care techniques

Guides in applying for a job
- Prepare resumé: list personal qualifications, experience, and references
- Write letter of application: summary of qualifications, availability for job, request for an interview, completion of application form
- Prepare for job interivew: punctual, mannerly, appropriately dressed, intelligent questioning, clear and concise responses, interested manner

Employer practices affecting employees
- Policies of hiring and firing
- Conditions of work
- Programs for employee recreation, welfare,and self-improvement
- Systems of arbitration

Fringe benefits of employment
- Bonus or profit-sharing plan
- Cooperative insurance
- Paid vacations
- Employment associations
- Group life insurance
- Employee savings and loan associations
- Sickness and accident insurance
- Medical service at work
- Cooperative medical care plan

Benefits derived from harmonious employer-employee relationships
- Personal satisfaction
- Optimum productivity
- Gainful contribution to economy

Laws and regulations related to employment
- Wage and salary standards
- Working hours
- Workmen's compensation
- Health insurance
- Social Security
- Consumer protection laws
- Legal rights of the employee
- Antidiscrimination laws

Learning Experiences

- Invite representatives from the New York State Employment Service and a private employment agency to discuss hiring practices. Follow with a question and answer session.

- Invite a representative from a large and a small business to discuss their personnel policies with the trainees. Invite employees from a large and a small employment situation to discuss working conditions and benefits. Follow with question and answer periods.

- Ask trainees to list the qualifications necessary to secure and keep a job. Group those qualifications as to skills, competencies, and educational and physical requirements, and discuss the importance of each qualification relative to successful job performance.

- Ask trainees to develop a personnel folder which will contain such personal data as social security number, phone numbers, diplomas or certificates, letters of application, and a list of references with addresses.

- Divide the class into groups, and ask them to review a simulated application and then stage the follow-up interview. Question each group as to reactions to the material and the interview and to rate the individual as a candidate for a given position of employment or promotion.

- Ask trainees to bring in the "Help Wanted" section of a newspaper and to choose jobs they would and would not consider. List the factors influencing decisions and discuss. Also analyze the data needed before any decision can be made.

- Obtain job application forms and allow trainees to practice completing the forms. They should also practice writing sample letters to use when asking various individuals to act as personal references.

Essential Learning: The Opportunities in Family Services

Contributions to society
- Service to growing public need

Places of employment
- Private homes

Possible job opportunities in Family Services
- Companion
- Home attendant
- Nursemaid
- Visiting homemaker

Advantages of employment
- Satisfaction
- Augmented income
- Financial independence

Disadvantages of employment
- Uncertain work periods
- Uncertain hours
- Constant stress in disrupted situations

Learning Experiences

- Ask trainees to survey local opportunities for employment in the family services occupations. They may contact the New York State Employment Service, family service agencies, public and private housing agencies, and private employment agencies and set up a display of job opportunities and requirements. Discuss how trainees can meet these requirements and improve their chances of being employed.

- Assign committees to investigate various local job opportunities open to trainees. They should set up a display of such materials as brochures, pamphlets, pictures of advertisements, and employee application forms.

Essential Learning: The Successful Employee

Personality traits:
- Promptness
- Dependability
- Patience
- Integrity: moral and ethical
- Cooperativeness
- Friendliness
- Tackfulness
- Appreciativeness
- Communicativeness
- Willingness
- Stability
- Maturity
- Patience
- Considerateness

Physical factors
- Clean appropriate clothes
- Clean and attractively arranged hair
- Appropriate makeup
- Good general health: stamina, posture, vitality

Personal background factors
- Values and goals
- Reason for seeking job
- Sincerity in needing or wanting work
- Interest and belief in the job

Learning Experiences

- Ask trainees to prepare and show transparencies on "Timely Tips for Job Seekers" which note such items as desirable character traits, good public relations activities, and cooperative work attitudes. Follow with a discussion period.

- Ask trainees to discuss and then list desirable and undesirable grooming and health practices.

- Ask each trainee to complete a personality inventory, and aid him in recognizing strengths and weaknesses, in developing a desire to change poor habits, and in formulating a plan to improve personality habits.

- Show a film like "The Career Woman" available from the University of Colorado, and discuss the factors that contribute to a successful career.

Unit 2

MANAGING RESPONSIBILITIES

Topic A: Controlling Resources

BEHAVIORAL OUTCOMES

- Understands the importance of managing resources at home and on the job
- Identifies available resources
- Knows the elements of effective management of resources
- Recognizes relationship of use of resources to the achievement of goals

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Essential Learning: **Importance of Managing Resources at Home and on the Job**

Values to the family
- Provides for achievement of family needs with maximum efficiency
- Encourages sharing of responsibility
- Provides for balance of activity
- Aids in work simplification
- Creates an efficient work environment
- Permits best use of resources

Values to the individual
- Provides for the achievement of individual goals
- Leads to satisfaction in achievement
- Permits a view of total job to be done
- Leads to increase productivity

Learning Experiences

- Show a film like "You and Your Time" available from Association Films, and discuss ways of utilizing family resources to meet goals.
- Ask trainees to plan for one day's activity in the home and to comment on their own ability to follow their plan.
- Show a filmstrip such as "Take Time to Make Time" available from Household Finance, and discuss ways of working more efficiently.
- Show a film like "Your Family Budget" available from Coronet Films, or "Why Budget?" available from McGraw-Hill. Ask trainees to describe a personal experience which points out the advantage of budgeting time and/or money to achieve a personal goal. Develop a format for building a personal time schedule and/or budget to aid in the achievement of goals.

Essential Learning: Nature and Organization of Resources

Types of resources
- Human: knowledge, ability, skill, talent, attitude, energy
- Material: money, supplies, equipment

Elements of organizing to achieve goals
- Setting the goal
- Gathering information
- Planning
- Carrying out the plan
- Evaluating the results

Learning Experiences

- Ask trainees to organize a "Personal Resources Check List" which shows their current resources and future goals and to share ideas by discussing the strengths and weaknesses and areas for improvement. They may keep a running weekly check to determine any changes in their resources and may seek assistance from some member of the guidance staff or a personnel director in evaluating their experiences.
- Ask trainees to identify one future goal and to make plans for carrying out this goal. They may share ideas by discussing ways of accomplishing goals with the greatest satisfaction and least effort. At some point, they may wish to reconsider their goals and to make possible revision of plans.

Topic B: Achieving Personal and Family Goals Through Management Techniques

BEHAVIORAL OUTCOMES

- Recognizes situations where management practices may be applied
- Applies the elements of organization for the achievement of goals

Essential Learning: Basic Guides

Guides for planning
- Identify specific tasks to be accomplished
- Establish priority of steps to be taken in terms of total results and resources available
- Determine best method of carrying out tasks

Guides for implementing
- Carry out tasks as planned
- Adapt methods and resources to plans
- Follow directions when using new techniques or equipment
- Use healthful procedures: good posture, proper working heights
- Consult helpful resources when needed
- Change plans when need arises

- Plan methods and techniques most appropriate to specific tasks and that make efficient use of resources
- Identify equipment and supplies needed

Guides for evaluating
- Assess results of efforts
- Improve methods of carrying out task
- Select more appropriate equipment
- Use time, energy, and other resources more advantageously

Learning Experiences

- Brainstorm for ideas on how to develop short cuts and efficient methods for housekeeping practices. Organize information and duplicate for class.

- Ask trainees to find examples of various ways of achieving goals. In the ensuing discussion, point out alternate ways of accomplishing aims.

- Show a film like "Your Posture" available from McGraw-Hill, and discuss the importance of good physical condition to provide satisfactory service.

- Assign articles that will develop greater insights into the methods of reaching desired goals. Discuss the planning, implementing, and evaluating of procedures that were used in achieving these goals.

- Ask trainees to select individual or group problems requiring the application of management procedures and outline the methods which might be used for reaching an effective solution.

Essential Learning: Basic Situations

Situations requiring management by unmarried worker
- Finding a place to live
- Becoming familiar with community
- Maintaining good health: proper diet, adequate rest and exercise, recreational activities
- Making new friends
- Improving self: courses, organizations, hobbies
- Developing a financial plan
- Purchasing goods and services

Situations requiring management by a married worker
- Maintaining the home
- Providing for special and regular activities of the family
- Marketing and preparing meals
- Providing for care of children
- Planning time to be with children
- Planning time for self-improvement and relaxation
- Developing and executing a family financial plan

Learning Experiences

- Assign committees to prepare information for a discussion on "Management for the Single Worker" and include such topics as finding a place to live, maintaining proper health, and developing a financial plan. Ask married trainees to share their experiences for each of the topics.

- Show films like "It Takes All Kinds," and "Marriage Today" available from McGraw-Hill, or "Marriage is a Partnership" available from Coronet Films. Discuss the management techniques which involve the married woman's role in managing the home at the same time she is working outside. Ask trainees to list management practices which might be useful in their own situations and to share personal management techniques not pointed out in film.

- Discuss the many responsibilities of the adult women in our society. Ask the trainees to estimate the amount of time spent in carrying out these responsibilities and to point out the need for organization in order to meet these demands.

Unit 3

GETTING ALONG WITH OTHERS

Job Responsibility A: Fitting Into the Home Situation

COMPETENCIES

- Provides for physical and emotional needs of children
- Supports parental philosophy
- Helps children adjust to changed environment
- Recognizes need to be useful
- Responds to need for recognition and love

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Essential Learning: The Nature of Individuals

Basic hereditary differences of individuals
- Racial
- Physical: bone structure, nervous system
- Mental: intellectual capacity, general ability

Basic environmental differences of individuals
- Domestic: home, family situations
- Religious
- Educational
- Neighborhood
- Economic
- Cultural
- Social

Basic needs of individuals
- Food
- Shelter
- Clothing
- Water
- Oxygen
- Rest
- Exercise
- Protection while young
- Acceptance
- Love
- Recognition
- Self-respect
- Identification

Learning Experiences

- Ask class members to participate in such organized group activities for various age levels as Scouts, senior citizen groups, or church groups and to report observations on types of activity, topics of conversation, and member participation.
- Discuss with the class how individuals, at various age levels, respond to the basic human needs of others.

Essential Learning: The Patterns of Child Development

Stages of physical growth
- 3 to 5 years
- 6 to 9 years
- Preadolescent
- Adolescent

Stages of mental and emotional growth
- 3 to 5 years
- 6 to 9 years
- Preadolescent
- Adolescent

Guides to meeting child's needs
- Accept child as he is
- Help child to adjust to different situations
- Assist child to be self-reliant

Learning Experiences

- Show such films as "Principles of Development," "Terrible Twos and Trusting Threes," "Frustrating Fours and Fascinating Fives," "From Sociable Six to Noisy Nine," or "From Ten to Twelve" available from McGraw-Hill. List on the chalkboard characteristics of various age groups, and illustrate by describing typical responses and actions.

- Distribute such pamphlets as "Your Child From 1 to 6," "Your Child From 6 to 12" available from the U.S. Department of Health, Education, and Welfare, and ask trainees to role play various home situations involving children.

Essential Learning: The Understanding of the Child in Varied Family Situations

Situations requiring special understanding
- Undisciplined reactions to the homemaker
- Broken routine
- Emotional insecurity of children because of absence of a parent
- Financial problems

Ways to develop good relationships and give constructive care
- Follow parent's directions
- Create a friendly atmosphere
- Use kind, sympathetic, constructive discipline
- Provide a variety of suitable activities

Learning Experiences

- Arrange for trainees to observe a group of preschool children in a day-care center, nursery, or church school. Discuss observations covering such topics as types of discipline and adult-child relationships. Record findings in a resource pamphlet related to family situations.

- Present hypothetical situations dealing with children in various family situations, and ask the class to describe the approach and method of handling each situation.

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Job Responsibility B: Enlisting Family Cooperation

COMPETENCIES

- Promotes positive attitudes
- Recognizes each family member's contribution
- Shares responsibilities with family

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Essential Learning: The Promotion of Cooperation Among Family Members

Reasons for enlisting cooperation
- Avoid overdependence on homemaker
- Conserve energy
- Relieve one family member from too many obligations
- Avoid a sense of uselessness in any family member
- Encourage disabled member to participate constructively in family group

Ways of promoting cooperation
- Plan tasks to include other family mambers
- Work amicably with family members
- Recognize others accomplishments with praise
- Incorporate familiar routine in work plan
- Consult family members as to preferences and habits of work

Learning Experiences

- Ask trainees to role play family situations in which a homemaker encourages family members of various ages and temperaments to cooperate with her in preparing family meals. Arrange the family groups to include a teenage daughter, a convalescent mother, and a six year-old son; a working mother, a chronically ill grandmother, an eight year-old boy, and a ten year-old girl; and a father, a chronically ill wife, a teenage son and daughter.
- Invite a visiting or county health nurse to speak on the topic "Typical Situations In Which a Homemaker Is Employed." Follow with question and answer period.

Essential Learning: The Sharing of Responsibilities

Tasks which can be shared
- Suggesting menus
- Marketing for foods
- Caring for laundry
- Recording expenditures
- Serving meals
- Cleaning

Techniques for dividing responsibilities
- Prepare rotation chart of daily tasks
- Assign tasks to family members according to abilities
- Make list of tasks and have members select the ones they want

Learning Experiences

- Ask trainees with families to share their experiences of working with people of various ages, especially at mealtime.
- Show examples of rotation charts and job assignments, and ask trainees to develop plans for the sharing of responsibilities for various family groups.

Unit 4

FEEDING THE FAMILY

Job Responsibility A: Planning and Marketing for Family Meals

COMPETENCIES

- Plans menus to meet the nutritional needs of the family
- Plans menus within the food allowance
- Plans menus which are attractive and palatable
- Plans menus that consider family customs, likes, and dislikes
- Purchases food with regard to special sales, seasonal items, and consumer information
- Keeps accurate records of food purchases and expenditures

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Essential Learning: Nutritional Needs

Reasons for nutritionally adequate meals
- Good health: physical, mental
- Attractive appearance
- More energy and vigor

Basic nutritional requirements of individuals
- Milk
- Meat
- Vegetables and fruits
- Breads and cereals

Essential nutrients
- Carbohydrates
- Fats and oils
- Proteins
- Vitamins and minerals

Factors affecting nutritional requirements
- Age
- Activity
- Sex
- Weight

Learning Experiences

- Distribute a variety of such pamphlets on food requirements and menu planning as "Food for Fitness," available from U.S. Department of Agriculture; "Food for You and Your Family" available from General Foods Corporation. Discuss nutritionally adequate meals and compare personal intake with daily requirements. Compare such factors affecting variations in requirements as activity and age.

- Show a filmstrip like "Mealtime can be Magic" available from General Mills, Inc. Divide trainees into groups which will arrange food models to demonstrate attractive, nutritiously adequate meals. Discuss appropriate substitutions and variations.

Essential Learning: Menu Development

Considerations in planning attractive and palatable menus
- Color
- Texture
- Variety of flavors
- Type of service: tray, table

Factors affecting food planning
- Money
- Family preferences
- Religion, nationality
- Help and time available

Requirements for breakfast
- Fruit, breadstuff, beverage
- Fruit, cereal, breadstuff, beverage
- Fruit, cereal, eggs and meat, breadstuff, beverage

Requirements for lunch or supper
- Main dish, salad, dessert, breadstuff, beverage
- Prepared dish, fruit salad, dessert, breadstuff, beverage
- Soup, prepared dish, vegetable salad, dessert, breadstuff, beverage

Requirements for dinner
- Meat or other protein, salad, dessert, breadstuff, beverage
- Meat protein, two vegetables, breadstuff, vegetable salad, dessert, beverage
- Soup or appetizer, fruit or vegetable salad, meat, two vegetables, dessert, breadstuff, beverage

Requirements for snacks
- Finger foods: carrot sticks, pepper rings, raw cauliflower, fresh fruit, raisins, dried fruits, cheese
- Beverages: milk shakes, eggnogs, buttermilk

Learning Experiences

- Ask trainees to prepare several kinds of snacks. Follow with group discussion on variations and use of accompaniments to add interest and color to family meals or trays.

- Divide the class into three or more groups, and have each develop a food order and a weekly menu for such individual family situation as a low-income budget; a variety of ages, nationality or religious preferences; and limited food preparation time.

Essential Learning: Food Purchasing

Factors affecting the market list
- Preparation time available
- Types of packaging: canned, fresh, frozen, dried

Factors affecting choice of market facilities
- Services available: credit, delivery, parking facilities
- Transportation available: private, public
- Supplies needed: few, weekly, special

Factors affecting buying practices
- Select appropriate quantities
- Select quality according to use

Learning Experiences

- Prepare a bulletin board display showing examples of advertising specials from various markets and labels from products, and ask the class to study the item in regard to brand, quality, content, and price. Discuss the relationship between the quality of known brands and possible "bargains" which may not meet needs or tastes. Discuss comparative shopping versus impulse buying.
- Distribute such pamphlets as "Family Food Budgeting for Good Meals and Nutrition" available from the U.S. Department of Agriculture; "Canned Food Buying Guide," "Know Your Canned Foods," and "It's on the Label" available from National Canners Association.
- Display several opened cans of one product like peas and compare price, quality, and use. Discuss factors that might influence the type of packaging used.

Essential Learning: Food Records

Types of records needed
- Inventory
- Expenditure

Reasons for keeping records
- Account for money spent
- Inventory of kinds and quantities of foods on hand

Learning Experiences

- Invite an extension home economist or welfare caseworker to present some effective methods of keeping food records for a family. Discuss family food records used by trainees in their own home.
- Display various commercial and homemade recording devices used to keep food records. Assign various types of devices to class members to try in their own home for a week or month.

Job Responsibility B: Storing Food

COMPETENCIES

- Utilizes food storage facilities efficiently
- Prepares food for available storage space
- Maintains clean storage facilities

Essential Learning: Utilization of Food Storage Facilities

Types of food
- Frozen
- Staple
- Perishable

Types of storage
- Cold storage: freezer, refrigerator
- Dry storage: shelf, drawer, cupboard

Facilities for food storage
- Basement
- Pantry
- Refrigerator
- Freezer

Principles of food storage
- Store only useable portions
- Wash, wipe, or drain foods
- Wrap and/or cover food

Learning Experiences

- *Demonstrate efficient use of storage facilities. Discuss* application of other types of facilities.
- Demonstrate the methods of storing fresh fruit or vegetables, meat, and staples.
- Invite a local health officer to class to discuss the sanitary procedures when handling food. Follow with a question and answer period.

Essential Learning: Maintenance of Food Storage Facilities

Reasons for maintaining clean storage facilities
- Prevents spoilage and contamination
- Preserves aesthetic appeal of food

Types of surfaces to be cleaned
- Wood
- Fiber board
- Chrome
- Porcelain
- Formica

Types of maintenance supplies
- Waxes
- Abrasives
- Cleaners

Learning Experiences

- Ask a biology teacher or a laboratory technician to demonstrate the bacteria count of samplings found in various areas of the laboratory. Discuss the effect of bacteria in food storage.
- Demonstrate the appropriate cleaning techniques to use on various surfaces, and by using sample floor tiles, show the effect of improper cleaning agents on varied surfaces.

Job Responsibility C: Preparing and Serving Family Meals

COMPETENCIES

- Develops time plan for meal preparation and service
- Prepares and cooks food to maintain its nutritive value and good appearance
- Follows safety practices when preparing food and using equipment
- Stimulates family mealtime conversation
- Provides for simple and attractive table or tray setting
- Serves family meals attractively
- Maintains clean kitchen and dining area

Essential Learning: Importance of a Time Plan

Considerations when making a time plan
- Time and help available
- Tasks to be accomplished
- Supplies and equipment available

Characteristics of a time plan
- Provides for flexibility
- Gives time when major activities start
- Identifies time meal is to be served

Benefits of a time plan
- Conserves time and energy
- Utilizes preparation time effectively
- Aids in maintaining a relaxed atmosphere

Learning Experiences

- Divide a class into three or more groups, and assign each the problem of preparing a family meal in varying amounts of time. Ask each group to plan a menu that will fit the alloted time and the family situation.
- Brainstorm for ideas on how to prepare ground beef for a family dinner. Using suggestions, group the dishes into those taking less than a half hour, less than an hour, and more than an hour. Ask trainees to suggest other ideas for such food items as potatoes and desserts.

Essential Learning: Preparation of Foods

Methods of conserving nutritive value
- Avoid exposure of food to air
- Use only enough liquid for cooking

Methods of cooking
- Boiling
- Baking
- Broiling
- Steaming
- Poaching
- Frying
- Roasting

Methods of preparing raw foods
- Washing
- Paring
- Peeling
- Scraping
- Slicing
- Cubing
- Dicing

Learning Experiences

- Demonstrate methods of preparing raw foods. Discuss choice of method in relation to time, skill, and nutrition.
- Ask trainees to prepare potatoes by using at least five different cooking methods and determine preparation time and cooking time for each method. Suggest that often items may share the same cooking method to conserve fuel, equipment, and energy. Discuss the cooking methods used and ask trainees to practice those methods that are unfamiliar either at home or in future laboratory sessions.
- Ask trainees to suggest ways to personalize ready-prepared foods to make them more appealing. Evaluate each suggestion relative to the added cost and time required to make the change.
- Brainstorm for different ideas of preparing food to make it more interesting and appetizing. Ask trainees to compile a list of appropriate ideas.

Essential Learning: Creation of Proper Mealtime Atmosphere

Types of table appointments
- Table cover: cloth, plastic, fiber
- Flatware: stainless steel, silver-plate, sterling, plastic
- Dinnerware: pottery, china, plastic
- Glassware: crystal, glass, plastic
- Decorative items: flowers, candles, bowls, baskets, place cards, accessories

Factors influencing the choice of place and manner of serving
- Type and time of meal
- Convenience of those serving
- Attitudes and preference of persons eating
- Time available for eating
- Emphasis on congeniality and interaction

Personal practices contributing to a pleasing mealtime climate
- Being well-groomed
- Using table implements correctly
- Contributing to conversation
- Carrying out individual responsibilities
- Making others comfortable
- Responding appropriately in emergency situations

Ways of managing meal service
- Manner of serving: buffet, plate and tray service, formal, picnic, cookout
- Creation of a mood: clean and attractive appointments; convenient placement and appropriate selection of dishes and utensils; sufficient room to avoid crowding; orderly surroundings; low noise level
- Presentation of food: appearance on individual and service plates; amount and kind of foods
- Organization of tasks: communicating instructions to those helping, using same plan regularly for routine tasks, preplanning the sequence of tasks, cleaning up during preparation, serving

Learning Experiences

- Display a collection of table appointments. Ask trainees to arrange a table for various menus and to explain the type of meal service for each.
- Ask trainees to role play various situations the worker might encounter in serving and discuss how they might handle the situations presented.
- Ask trainees to suggest ways of creating the proper mood for a variety of functions such as buffet luncheon, children's birthday party, ladies' luncheon, or a formal dinner and then to compile a list of appropriate ways for each function.

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Job Responsibility D: Adapting Family Meals for Special Needs

COMPETENCIES

- Adjusts family meals to meet individual needs
- Follows directions for feeding persons with special dietary needs
- Serves special diet or foods with regard to appetite appeal and ease of eating

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Essential Learning: Adaptions for Individuals With Special Dietary Needs

Types of diets
- Low calorie
- Low salt
- Diabetic
- Liquid
- Soft
- Bland

Reasons for therapeutic diets
- Maintains or improves nutrition statu
- Improves nutritional deficiencies
- Controls body weight
- Rests certain organs of the body

Techniques for serving food to persons on special diets
- Use attractive dishes and accessories
- Arrange food attractively on plate

Learning Experiences

- Brainstorm for ideas on the reasons for and methods of adapting family meals to special needs. Ask trainees to compile a list of appropriate ideas.
- Invite a doctor or dietitian to speak on the importance of a balanced diet and to discuss the various types of diets, the usual reasons or conditions necessitating the diets, and the importance of following dietary directions. Ask trainees to plan balanced menus for each type of diet.

Essential Learning: Adaptions for Families

Reasons for using same food for all members
- Less time
- More economical
- Few arguments

Methods of adapting food to suit all members
- Change cooking methods
- Delete seasoning or use substitutes
- Alter consistency or texture
- Adjust size of serving
- Substitute one food for another

Learning Experiences

- Invite a nutritionist or a dietitian to demonstrate the preparation of food for some diets and to discuss the methods by which the family menu may be adapted for various diets.

- Demonstrate the ways in which various appliances and utensils can be used to prepare special diets such as blender, masher, scales.

Essential Learning: Adaptions for the Physically Handicapped

Types of physical disabilities
- Blindness
- Paralyses
- Palsy
- Impaired or amputated limb

Techniques for serving food to the physically disabled
- Blind: instruct patient in placement of food on plate or tray, cut food into small portions
- Paralyzed: serve foods so that they can be easily handled
- Impaired limb: place tray level and secure, cut food into small portions, serve foods so that they can be easily handled, supply proper type of silverware; or provide satisfactory location at table

Learning Experiences

- Invite a nurse to explain the techniques used to feed people with special needs. Emphasize the methods and utensils used and discuss how they could be adapted for home care.

- Ask the trainees role play situations in which they serve a blind person or a paralyzed person.

Unit 5

CARING FOR THE HOME

Job Responsibility A: Cleaning the Home

COMPETENCIES

- Plans work according to daily, weekly, and seasonal needs
- Utilizes cleaning cleaning equipment effectively

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Essential Learning: Management Procedures

Methods for effective management of the home
- Plan time for daily, weekly, and occasional jobs
- Assign individual jobs among family members to share work load
- Alternate heavy and light tasks
- Provide for rest periods

Considerations for effective use of equipment and supplies
- Equipment and supplies available
- Tasks to be done

Ways to encourage family assistance
- Identify tasks to be done
- Request assistance
- *Provide a schedule of tasks*
- Assign family members according to their ability and available time

Learning Experiences

- Ask trainees to suggest daily, weekly, and occasional home cleaning tasks and estimate the average range of time needed for each. Ask them also to identify tasks with which family members can assist.
- Ask trainees to plan and carry out a daily and a weekly cleaning schedule for their current home situation. Ask them to analyze the effectiveness of such scheduling.

Essential Learning: Maintenance Procedures

Types of equipment
- Cleaning: vacuum cleaner, floor cleaner, polisher
- Sweeping: broom, mop: dry, wet
- Washing: pail, sponge, cloth

Principles of cleaning
- Clear area of small movable items
- Clean from bottom to top of walls
- Trap dust in oil, water, polish

Learning Experiences

- Use the bulletin "Housecleaning Handbook for Young Homemakers" available from Cornell University as the basis for a discussion on work organization in the home. From the ideas presented develop a possible weekly cleaning schedule. Ask trainees to prepare cleaning schedules for their homes, and ask the class to evaluate those presented. Practice safe and desirable cleaning techniques at all times in the classroom.

- Invite an industrial cleaner to demonstrate his recommendations for house cleaning. Compare his techniques and work plan with those used by the trainees in class and in their homes.

Job Responsibility B: Maintaining an Orderly Environment

COMPETENCIES

- Demonstrates ability to maintain an orderly environment

- Knows principles of good storage

Essential Learning: Importance of an Orderly Environment

Benefits of an orderly environment
- Healthful
- Safe
- Harmonious family climate
- Pleasant surroundings in the home

Evidences of an orderly environment
- Tables, chairs, and floor free from clutter
- Equipment arranged to provide safe and convenient traffic lanes
- Items stored in proper place

Learning Experiences

- **Arrange** the laboratory to portray a disorderly environment, and ask trainees to list the factors which contribute to the disorder. Enlist the aid of trainees in making a list of suggestions to correct the situation.

- Ask trainees to tell of cluttered home situations they have encountered. Discuss the responsibilities of a visiting homemaker in correcting this situation. Caution trainees not to use actual names.

Essential Learning: Organization of Home Storage Space

Items to be stored
- Clothes and equipment for their care
- Health and grooming items
- Foods: perishable and nonperishable
- Supplies: kitchen, first aid
- Materials for recreational activities
- Linens
- Equipment and supplies for indoor maintenance of the home
- Equipment and supplies for outdoor maintenance of the home

Location of storage space
- Space outside a room: attic, closet, garage, basement, storeroom
- Space inside a room: shelves, cupboards, desk, file, chests, trunks, boxes, refrigerator, freezer

Organization of storage space
- Wrappers
- Bags
- Bars
- Boxes
- Racks
- Files
- Liners
- Dividers
- Hooks
- Nails

Learning Experiences

- Exhibit a variety of storage aids, and ask trainees to make one or more storage aids for use in their own home.
- Plan a field trip to a home with well-planned storage areas, and ask the hostess to explain why she has stored specific items in certain places.

Unit *6*

CARING FOR THE FAMILY LAUNDRY

Job Responsibility A: Doing the Household Laundry

COMPETENCIES

- Provides for laundry needs of the family
- Utilizes effective procedures for doing family laundry
- Uses available laundry equipment and supplies effectively

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Essential Learning: Importance of Good Laundering Procedures

Benefits of good laundering procedures
- Promotes healthful living conditions
- Prolongs attractive appearance and use of laundered items
- Avoids waste of materials and supplies

Guides for good laundering procedures
- Use facilities efficiently
- Select correct method for type of fabric
- Use appropriate cleaning agents
- Develop a plan for doing the laundry

Learning Experiences

- Prepare a bulletin board display of labels and pictures of such laundry supplies as soaps, detergents, bleaches, water softeners, and starches. Compare and contrast the functions of the various products, and note the inadvisibility of misuse like the effect of chlorine bleach on wool.
- Distribute pamphlets like "Wash Day Wonders" and "Easier Laundry" available from Proctor and Gamble. Ask trainees to discuss the benefits of efficient laundry practices and give the correct laundry procedures for various fabrics.
- Ask trainees to compare the advantages and disadvantages of hand washing and list situations where this method could be appropriate.
- Distribute a list of items that would be representative of a family laundry. Ask trainees to arrange the items according to degree of soil, type of fabric, and degree of colorfastness and to suggest the correct laundry procedure for each group.

Essential Learning: Utilization of Laundry Equipment and Supplies

Kinds of laundry equipment and supplies
- Washing equipment: conventional, automatic, stationary tubs
- Drying equipment: dryer, clothes line
- Ironing equipment: iron (steam and dry), ironing board, mangle
- Washing supplies: water, soap, bleach, stain remover, detergent, starch, water softener

Guides for the use of laundry equipment and supplies
- Recognize malfunctions of equipment
- Use equipment according to directions from employer and/or manufacturer
- Use appropriate equipment for the job
- Store equipment in a clean, convenient place

Learning Experiences

- Demonstrate the correct use of laundry equipment in the training center, and give trainees the opportunity to practice its use. Ask trainees to share personal experiences in the care and use of laundry equipment.

- List guides for the care of such fabrics as cotton, linen, synthetics, and wool. Follow by a question and answer period.

Job Responsibility B: Maintaining Family Clothing

COMPETENCIES

- Repairs family clothing as necessary

- Uses available sewing and pressing equipment effectively

Essential Learning: Repair of Clothing

Types of repair
- Tear or worn area: patch, iron-on tape
- Button: reinforce, replace
- Hem: stitch, reinforce
- Seam: machine or hand stitch
- Alteration: machine or hand stitch

Reasons for quick repair of garment
- Immediate use
- Less damage
- Better appearance

Learning Experiences

- Prepare a display of common clothing repair needs, and demonstrate methods of repairing unfamiliar to trainees.

- Encourage trainees to discuss reasons for repairing clothing immediately.

Essential Learning: Utilization of Sewing and Pressing Equipment

Types of equipment
- Sewing: machine, needle, thread, tape measure, scissors, shears
- Pressing: iron, mangle, ironing board

Skills required
- Selection and use of appropriate repair methods
- Selection and use of proper pressing techniques
- Understanding and operating of equipment

Learning Experiences

- Ask trainees to make required repairs on clothing from their own home, from a children's home, or from a nursing home. At the end of a repair session, ask trainees to explain their choice of methods and display the repaired garments.

- Display various types of sewing and pressing equipment, and ask the trainees to demonstrate the use of the various types.

Unit 7

CARING FOR THE ILL AND CONVALESCENT

Job Responsibility A: Obtaining, Recording, and Reporting Patient Information

COMPETENCIES

- Obtains necessary patient information
- Reports patient information clearly and accurately
- Recognizes deviation from normal appearance
- Maintains accurate, written health records

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Essential Learning: Obtaining Patient Information

Types of information
- Temperature
- Pulse
- Respiration
- Appearance
- Behavior
- Intake and output of food and liquid
- Stool and urine output
- Results of an enema

Ways to obtain information
- Use thermometer: rectal, oral
- Take pulse
- Count respirations
- Watch for unusual emotional or physical signs: irritable, unresponsive, irrational behavior, depressive, pale, dry skin, abdominal distention

Learning Experiences

- Demonstrate the proper methods of obtaining and recording temerature, pulse, and respiration. Divide the class into teams of two to practice taking and recording readings of temperature, pulse, and respiration.
- Invite a registered nurse to discuss the ways of recognizing the signs of illness and to demonstrate the recording of body intake and output. Allow trainees to practice setting up equipment and recording necessary data.

Essential Learning: Relaying Patient Information

Ways to relay patient information
- Telephone
- Person to person
- Writing

Characteristics of written and/or oral communications
- Pertinent facts
- Appropriate vocabulary
- Concise description
- Legible or understandable
- Correct order

Learning Experiences

- Ask trainees to chart pertinent information on a typical patient's daily record form.
- Define, discuss, and demonstrate commonly used medical terms. Ask trainees to role play the reporting of pertinent information to a professional by telephone and person-to-person.

* * *

Job Responsibility B: Providing Personal Care

COMPETENCIES

- Recognizes homemaker's role in the team approach to personal care
- Follows directions for special procedures as given by a professional
- Knows procedures which contribute to the patient's health, comfort, and well-being
- Knows how to handle an emergency situation

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Essential Learning: Relationship of the Homemaker to the Professional

Professional personnel to whom the homemaker may be responsible
- Physician
- Visiting nurse
- Physical therapist
- Nutritionist
- Social worker
- Rehabilitation counselor
- Occupational therapist
- Speech therap

Responsibilities of the homemaker in the team approach of personal care
- Uses necessary resources to carry out responsibilities
- Administers special procedures only as directed
- Recognizes that duties may differ with different patients and conditions

Learning Experiences

- Distribute information describing the roles and duties of the various professionals involved in the team care of a patient at home.
- Discuss the type of responsibility each professional might relegate to the homemaker.
- Invite a nurse of a coordinated home care service program in a local hospital to talk about the home care of a patient and the role of the homemaker. Follow with a question and answer period.

Essential Learning: Responsibilities of the Homemaker

Usual activities
- Making an empty or occupied bed
- Giving or assisting patient with bath
- Rubbing patient's back and legs
- Presenting and removing bed pan and urinal
- Caring for mouth, teeth, nails, hair, and shaving needs
- Feeding or assisting with meals
- Assisting with/or dressing patient
- Reinforcing dressings
- Using bed cradle

Special procedures
- Help patient with prescribed exercise
- Apply hot and cold applications
- Assist with medications ordinarily self-administered
- Give enema according to professional directions

Ways of handling an emergency situation
- Evaluate situation
- Secure assistance
- Reassure patient
- Give first aid if necessary
- Watch for signs of shock or hemorrhage

Learning Experiences

- Discuss and demonstrate personal care routines, and encourage trainees to practice these routines.
- Invite a registered nurse to discuss and demonstrate special care procedures,and allow trainees to practice these procedures.
- Discuss and demonstrate ways of handling emergency situations in the home.

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Job Responsibility C: Moving and Transferring Patients

COMPETENCIES

- Uses principles of body mechanics when moving patient
- Assists ambulatory patient in or outside his home
- Assists patient in the use of orthopedic devices such as braces or a walker

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Essential Learning: Knowledge of Body Mechanics

General situations requiring movement of patient
- Moving patient in bed
- Supporting the body in various positions
- Assisting patient: to and from toilet, with shower or bath, up or down the stairs, to and from car

Reasons for using the principles of body mechanics
- Conserves body energy
- Prevents strain or further injury to patient or aide
- Contributes to patients comfort and well-being
- Prevents bedsores, poor circulation, weakness

Learning Experiences

- Invite a physical therapist to demonstrate the positioning of patients. Follow with a class discussion of the techniques and principles involved in body mechanics.
- Show a film on posture improvement and have a visiting nurse discuss the procedures shown.

Essential Learning: Use of Orthopedic Devices

Types of orthopedic devices
- Walker
- Crutch
- Brace
- Cane
- Wheelchair

Responsibilities in helping patient use devices
- Keep equipment in good repair
- Help patient use equipment correctly

Learning Experiences

- Plan a visit to a hospital orthopedic laboratory so that some person in charge will explain the function of various devices and allow trainees to practice using them. Arrange for trainees to observe and assist patients using orthopedic devices.

- Ask trainees to role play situations including the use of different orthopedic devices. Discuss the tasks that a homemaker might be expected to perform for a patient using such orthopedic devices as crutches, a wheelchair, or a walker.

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Job Responsibility D: Maintaining a Congenial Home Atmosphere

COMPETENCIES

- Adapts home environment for patient's comfort and convenience
- Utilizes the aid of other family members in the personal care of patient
- Maintains usual family living habits
- Facilitates diversional activities for patient

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Essential Learning: Home Adjustment for Patient

Methods of adapting home to patient's comfort
- Transfer patient to a more convenient location: close to bathroom, downstairs, more pleasant view
- Rearrange room for patient's convenience
- Improvise for personal needs: bed blocks, bedside stand
- Provide adequate lighting for patient and homemaker
- Provide a location more or less involved in family activities

Reasons for adapting facilities
- Conserves time and energy in caring for patient
- Increases comfort of patient
- Improves aesthetic value

Learning Experiences

- Show a film like "Home Nursing Fundamentals" available from Coronet Films, and discuss with trainees the factors influencing the choice of a room for a person who is ill.

- List on chalkboard ways of rearranging a room to make it convenient and comfortable for the patient. Divide trainees into groups and have them demonstrate methods of improvising equipment to satisfy the needs of the patient.

- Distribute "Home Nursing Handbook" available from Metropolitan Life Insurance Co., and discuss the various methods of adapting facilities to the needs of the patient.

- Ask trainees to share their experiences of working with family members in the care of the ill. List on the chalkboard ways of encouraging family cooperation during periods of illness.

Essential Learning: Family Adjustment to Illness

Guides for adjusting to illness of a family member
- Meet problems realistically
- Relate appropriately to outside help
- Adapt to changed situations
- Promote positive attitudes
- Learn some skill in caring for sick

Ways to encourage family cooperation
- Plan for efficient use of time and energy
- Maintain a safe home environment
- Adapt to change in situation
- Acknowledge contribution of family member
- Promote positive attidues and effective practices

Learning Experiences

- Invite a doctor or nurse to discuss the effects of a changed environment on the emotional well-being of family members. Discuss the role of the homemaker in helping the family to adjust to a member's illness.

- Ask trainees to role play situations which show how family members may adjust to illness in the home. List on chalkboard methods by which individual members can aid in the family's adjustment to illness in the home.

Unit 8

CARING FOR INFANTS AND CHILDREN

Job Responsibility A: Keeping Infants Well and Happy

COMPETENCIES

- Provides for adequate sleep and rest of infants
- Recognizes the need for tender loving care
- Feeds, bathes, and dresses infants properly

Essential Learning: The Needs of Infants

Physical and environmental needs
- Clean,comfortable surroundings
- Adequate sanitary food
- Suitable clothing
- Safe play area

Emotional needs
- Love
- Security
- Recognition

Learning Experiences

- Invite a pediatrician to talk on the physical and emotional needs of an infant. Follow with question and answer period.
- Distribute such pamphlets on infants as "Baby Book" available from New York State Department of Health, and discuss the special needs of infants.

Essential Learning: The Care of Infants

Guides for bathing and dressing infants
- Select clean, easy to care for, adequate clothing, diapers, bedding
- Prepare suitable supplies and room for bath
- Use proper procedures for bathing
- Provide for infants safety
- Watch for any unhealthy signs such as diaper rash

Ways to provide adequate rest for infant
- Have daily routine for rest
- Select a quiet, well-ventilated room
- Provide a clean safe bed

Ways to provide emotional stability
- Show love through tender handling
- Provide security through familiar surroundings and routine activities
- Give attention to emotional needs

Responsibilities in feeding infants
- Follow parent's direction
- Maintain clean preparation and serving practices
- Feed infant in relaxed atmosphere
- Serve appropriate food for formula in suitable amounts

Learning Experiences

- Show a film which demonstrates the methods of bathing and dressing an infant. Follow with a discussion of the acceptable methods of caring for an infant.
- Invite a mother with small baby to join the group and to demonstrate bathing and dressing procedures.
- Encourage trainees to share personal experiences concerned with the feeding of infants and the preparing of formulas. Discuss the care of equipment used in food and formula preparation.
- Show a film like "Off to a Good Start" available from Gerber Baby Food Co., and discuss methods of food and formula preparation.

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Job Responsibility B: Maintaining the Health and Safety of Children

COMPETENCIES

- Cares for physical and emotional needs of children
- Supervises children's activities at home
- Maintains healthful and safe environment for children

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Essential Learning: Physical and Emotional Care

Factors contributing to good physical health
- Suitable, appealing food
- Adequate rest and sleep
- Appropriate clothing
- Pleasant surroundings
- Personal cleanliness
- Safe play activities
- Periodic health checkup

Indications of poor emotional health
- Irritability: tantrum and tears
- Aggressiveness
- Withdrawal
- Dependency
- Sensitivity

Indications of poor physical health
- Loss of appetite
- Increase or decrease in normal body temperature
- Changes in normal skin color or tone
- Eruptions on skin surface
- Abnormalities in breathing
- Deviations from normal pulse rate
- Pain in localized areas: stomach ache, earache
- Allergenic reactions: sneezing, coughing, itching

Contributions of homemaker to children's well-being
- Maintains a rapport with children
- Uses a calm, confident manner
- Sets good example
- Supports parental philosophy
- Shows respect and affection
- Follows a consistent disciplinary pattern

Learning Experiences

- Ask trainees to suggest factors that contribute to the physical well-being of children. Invite a public health nurse to talk to the group on how the body functions and the influence of environmental factors on child development. Follow with question and answer period.

- Ask trainees to suggest common hazards which children may encounter and discuss ways to protect children from these common hazards.

- Plan a field trip to a day-care center so that trainees may profit from observation of activities and services at mealtime. Divide trainees into groups and investigate the nutritional needs of children of various ages.

- Invite a representative from the Child Welfare Department to discuss home and community environmental influences on children's emotional health.

- Ask trainees to role play situations in which children show emotional upset and discuss ways of helping the children to adjust to the situation.

- Invite a public health nurse to discuss the signs of illness in young children. Ask the trainees to develop a list of symptomatic signs for the common illnesses of children.

Essential Learning: Safety Precautions

Ways to provide for children's safety
- Utilize such safety devices or equipment as gates, window protectors, harnesses, play pens
- Prevent contact with dangerous objects
- Train child to avoid dangerous situations

Safety hazards for the young child
- Open windows
- Unprotected stairwasy
- Sharp points and edges
- Small, hard objects that might be swallowed: buttons, coins, pins
- Unsuitable play items: plastic bags, rope, electrical outlets and cords, motors, mechanical devices, matches, cooking pots with handles

Learning Experiences

- Ask trainees to collect articles concerned with accidents to children individually or in groups and to identify the reasons for the accidents. Ask them also to suggest preventative measures.
- Ask trainees to note the safety hazards to children that exist in their own home and discuss methods of reducing or eliminating the hazard.

Unit 9

CARING FOR THE ELDERLY

Job Responsibility A: Providing for the Physical Needs

COMPETENCIES

- Assists elderly in establishing good health practices
- Helps elderly in developing good eating habits
- Assists elderly in becoming self-reliant
- Follows good safety practices
- Recognizes situations in which additional help is necessary

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Essential Learning: Importance of Physical Well-being

Conditions contributing to physical health
- Cleanliness
- Appropriate clothing
- Periodic health examination
- Sufficient sleep and rest
- Adequate diet
- Proper lighting and room temperature

Conditions requiring physical care
- Illness
- Inactivity
- Injury

Preparations for maintaining good health
- Avoids strain
- Prevents chilling and overheating
- Facilitates body functions
- Prevents further physical deterioration

Techniques to follow in meeting physical needs
- Encourages self-help
- Uses good safety procedures
- Establishes good health practices
- Recognizes and reports need for additional aid from supervisor

Learning Experiences

- Invite a public health nurse to demonstrate and discuss the methods used in meeting the physical needs of the elderly.
- Divide trainees into buzz-groups to discuss situations created in a home by the presence of an elderly person.

Essential Learning: Importance of Adequate Housing

Satisfactory housing situations
- Provision for quiet and privacy
- Opportunity for independent action

Desirable safety features
- Adequate handrails on stairs and corridors
- Good lighting
- Nonslip bathtub and shower
- Outdoor sitting space

Learning Experiences

- Visit a home for the aged for suggestions of features which might be helpful if adapted to a family home situation.
- Invite a director of a nursing home to discuss the problems of providing safe housing for the elderly.

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Job Responsibility B: Providing for the Emotional Needs

COMPETENCIES

- Recognizes emotional characteristics
- Helps elderly to adjust to limited activities
- Maintains pleasant, easy-to-care-for surroundings
- Exhibits a tolerant, sympathetic attitude
- Motivates interest in appropriate diversional activities
- Assists elderly in developing positive attitudes toward self-worth and dignity

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Essential Learning: The Emotional Needs

Emotional characteristics
- Irratibility
- Moodiness: loneliness, suspicion, depression
- Senility
- Sensitivity
- Disorientation
- Inattentiveness

Factors contributing to emotional problems
- Loss of partner or family members
- Physical handicap
- Chronic illness
- Mental deterioration
- Change in social status
- Change of environment

Learning Experiences

- Plan a trip to a home for the elderly or a nursing home and have trainees list their observations of the emotional needs of the residents.
- Invite a visiting nurse to discuss some case studies and show the effects that understanding and proper care have upon the elderly.

Essential Learning: The Responsibilities of the Homemaker

Desirable characteristics of a person working with the elderly
- Tolerant
- Sympathetic
- Patient
- Understanding
- Respectful

Guides in promoting optimum emotional health
- Maintains pleasant surroundings
- Encourages outside interests
- Stimulates divisional activities
- Respects privacy
- Listens attentively

Learning Experiences

- Invite a medical social worker, nursing home superintendent, or other specialist in the field of geriatrics to discuss the emotional characteristics and problems of the elderly. Follow with a question and answer period.
- Divide trainees into committees, and ask them to portray a variety of situations involving the elderly. Change roles prior to final discussion.

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Job Responsibility C: Assisting With Simple Business Matters and Social Contacts

COMPETENCIES

- Handles simple business matters effectively
- Assists elderly to adjust to social status with family, friends, and community
- Assists elderly person to participate in social activities

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Essential Learning: The Nature of Household Business Matters

Business matters requiring aid
- Writing checks, letters
- Recording expenditures
- Answering telephone, doorbell

Ways of handling household business
- Paying bills promptly
- Recording data accurately
- Maintaining needed supplies

Learning Experiences

- Invite an attorney to discuss essential types of household records and legal implications for homemaker.
- Prepare a bulletin board of various types of business records for household bills. Discuss with the trainees the importance of accuracy, neatness, and promptness in handling household business matters.

Essential Learning: The Nature of Basic Social Needs

Benefits of social contacts
- Continued outside interests
- Increased stimulation
- Additional reinforcement of personal worth

Aids in maintaining social contacts
- Adequate transportation
- Effective communication
- Frequent involvement
- Easy opportunity to make new acquaintances

Learning Experiences

- Invite a psychologist to discuss the ways of meeting the social needs of the elderly. Follow with a question and answer period.
- Plan to have trainees attend a local senior citizens meeting and interview several members to determine which activities are most enjoyed.

MANAGERIAL OCCUPATIONS

Organization of Course

The Managerial Occupations program is a course of study designed to help those adults interested in becoming effective workers in any one of a group of related occupations which includes management aide, lodging facilities manager, housemother, cottage parent, and hotel and institution housekeeper.

This study program is divided into seven units with two or more related job responsibilities identified under each unit. These are followed by two or more essential learnings and suggested learning experiences. Since Units 1 and 2 are introductory, they deal primarily with a development of a personal philosophy and an understanding of the world of work. Units 3 through 7 aid in the development of the specific competencies related to selected training areas.

Chart 5, entitled "Training Outline for Managerial Occupations," shows the course units, the job responsibilities, the essential learnings, and an estimate of the time allocations which may be necessary to prepare trainees to perform specific tasks.

Chart 5: TRAINING OUTLINE FOR MANAGERIAL OCCUPATIONS

Unit 1. Adjusting to the World of Work . . . . 70 hrs.

Topic A — Learning about Employment
Essential Learnings: Nature of employment in society
Effects of work on individuals
[illegible]ts of job opportunities on women

Topic B — Becoming an Employee
Essential Learnings: The concept of employment
The opportunities in managerial services
The successful employee

Unit 2. Managing Responsibilities . . . . 40 hrs.

Topic A -- Controlling Resources
Essential Learnings: Importance of managing resources at home and on the job
Nature and organization of resources

Topic B — Achieving Personal and Family Goals Through Management Techniques
Essential Learnings: Basic guides
Basic situations

Unit 3. Establishing Working Relationships with Employer, Staff, and Clients . . . . 50 hrs.

Job Responsibility A — Communicating Information To Others
Essential Learnings: Skills of communication
Significance of communications
Promotion of good public relations

Job Responsibility B — Using Good Business Procedures
Essential Learnings: Establishment of a routine
Maintenance of adequate records

Unit 4. Developing Good Staff Members . . . . 70 hrs.

Job Responsibility A — Hiring and Orienting Staff To Their Responsibilities
Essential Learnings: Relating to others
Relating to the employer
Hiring qualified staff
Preparing staff members for jobs

Chart 5 *(Concluded)*

Job Responsibility B — Providing Effective Supervision of Staff
Essential Learnings: Orientation and supervision of employees
Development and maintenance of standards

Unit 5. Giving Help to Clients . . . . 90 hrs.

Job Responsibility A — Interpreting the Services Available
Essential Learnings: Nature of services available
Provision for services needed

Job Responsibility B — Providing Resources
Essential Learnings: Selection of information
Dissemination of information

Unit 6. Providing Effective Maintenance Services . . . . 50 hrs.

Job Responsibility A — Supervising the Maintenance of the Home and/or building
Essential Learnings: Importance of attractive surroundings
Identification of remodeling jobs
Identification of repair jobs

Job Responsibility B — Taking Appropriate Action Related to Maintenance Problems
Essential Learnings: Coping with vandalism
Handling complaints

Unit 7. Providing Effective Food Service . . . . 70 hrs.

Job Responsibility A — Organizing a Food Preparation Operation
Essential Learnings: Kitchen organization
Work simplification

Job Responsibility B — Supervising Daily Meal Preparation
Essential Learnings: Meal planning, preparation, and service
Kitchen safety

ADJUSTING TO THE WORLD OF WORK

Topic A: Learning About Employment

BEHAVIORAL OUTCOMES

- Identifies factors which affect the availability of jobs
- Understands the meaning of work in a democratic society
- Recognizes the changing employment picture
- Realizes the importance of preparation for work now and in the future
- Knows where to seek information regarding jobs
- Understands the changing role of women in the world of work

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Essential Learning: Nature of Employment in Society

Factors affecting job market
- Economic conditions
- Individual income levels
- Employment areas: agricultural, industrial, resort, residential
- Community organizations: urban, suburban, rural
- Social customs: mores, traditions, changes

Trends in national, State and local employment
- Job demands for skilled and unskilled workers
- Job opportunities for women
- Length of work week
- Job opportunities in services and part-time employment

Implications of employment trends
- Higher educational requirements
- Greater job competition
- More women preparing for dual roles
- Different employment patterns for men and women

Benefits to society through work
- Improves local, State, and national economy
- Raises standard of living
- Reduces social problems
- Promotes democratic ideas of individual freedom and concern for other countries

Learning Experiences

- Invite representatives from such community agencies as the New York State Employment Service, a private employment agency, the Social Welfare office, the Public Housing Authority, the Coordinated Home Care Program to discuss local employment opportunities with the class.

- Prepare and present transparencies concerned with trends in the employment of women in the labor force, part-time jobs, in-service type jobs, and automation. Secure information from a survey of such local community resources as the New York State Employment Service, a high school director of guidance, labor organizations, and area training centers. Ask a trainee to lead a discussion on the material presented.

- Ask trainees to bring in ideas or examples which illustrate worker competition, job requirements, or the dual role of women. Use the circular response method to share examples contributed by participants. Appoint a recorder to summarize ideas presented.

- Show and discuss such films as "Finding the Right Job" and "Your Earning Power" available from Coronet Films. Ask class members to share ideas concerning their reasons for joining the labor force and their goals for future attainment.

Essential Learning: Effects of Work on Individuals

Benefits derived from work
- Personal satisfaction
- Greater security
- Financial independence
- Personal advancement
- Higher living standard
- More self-respect

Considerations when preparing for employment
- Develop wholesome attitude toward work
- Develop personal values and goals in relation to employment, education, and training

Sources of information about job qualifications and availability
- New York State Employment Service
- School guidance office
- Local chamber of commerce
- Want ads
- Neighbors
- Friends

Learning Experiences

- Ask trainees to prepare reports on interviews with family members, friends, neighbors, and/or acquaintances who are currently employed. They should seek information concerning job satisfactions, working conditions, wages, adjustments in living routines, security, and degree of self-respect. Discuss interviews as reported.

- Use aptitude tests to evaluate present skills, capabilities, and interests in order that trainees may make a wise choice of a training program.

- Ask trainees to conduct a community survey of jobs available and qualifications necessary in the field of managerial service. They should check with neighbors and friends, answer want ads, and contact both the New York State Employment Service and the local school guidance offices. Discuss ways this information can be utilized.

Essential Learning: Effects of Job Opportunities on Women

Changes effecting the role of women
- Decreased emphasis on the women's role in the home
- Reduced time required to maintain a home in a period of technological advances
- Increased desire by women for personal fulfillment and financial gain
- Increased demand from labor market for more trained workers
- Increased recognition of the abilities of women

Variations in the work-patterns of women
- Uninterrupted patterns: remain single and work only in periods of economic necessity; marry and become full-time homemakers
- Interrupted patterns: work before marriage or after marriage, until children arrive; work after children are in school or away from home; work because of loss of husband's income through illness, separation or death; work to supplement income

Changes in customs when men and women work together
- Conversation
- Attitudes
- Dress

Benefits to women preparing to work
- Helps develop their abilities
- Permits opportunity for choice of career
- Provides means of supplementing family income
- Allows use of potential when not required as a full-time homemaker

Benefits of continuing education
- Enables the up-dating of skills or the development of new skills
- Increases opportunity for job advancement
- Provides wider horizons for personal development

Ways of continuing education
- Enroll in adult education courses
- Participate in company and government sponsored training programs
- Pursue higher education in public or private institutions
- Study at home
- Attend community educational and cultural functions

Learning Experiences

- Assign committees to read and report on articles dealing with the problems that occur when the mother works outside the home. Follow with a discussion period.

- Show a film like "The Changing World" available from the University of Colorado, and discuss the role of women and the jobs available to them. Ask members of the class to relate their own situation to those described in the film.

- Design several role-playing situations which allow participants to act out such real-life situations as a woman considering outside employment and discussing the situation with her family; a married woman discussing her role as a main wage earner during a time of emergency; or a mother going to work to supplement the family income for a variety of necessities—college education for children, extra savings, or luxuries. Follow with a discussion which allows participants to express their own reactions.

- Show a film like "Who's Boss?" available from McGraw-Hill, and discuss suggestions for improving the role of women in the home. Have trainees list some aids in helping a woman to become an outside-the-home worker.

- Use the buzz-session technique to consider the increased employment opportunities and training implications of such new legislation as Medicaid or Medicare. Introduce such related factors as the extended life expectancy span, public housing facilities and services, and/or new technological advances. Report findings of individual groups to the class and discuss.

- Invite the director of adult education to speak on the offerings in the local adult education program. Follow with question and answer period.

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Topic B: Becoming an Employee

BEHAVIORAL OUTCOMES

- Understands the elements which influence the employment situation

- Recognizes the importance of personal attitudes, behavior, and appearance in the world of work

- Realizes there are factors that may affect the availability of a person for employment

- Analyzes personal qualities in relation to work

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Essential Learning: The Concept of Employment

Factors affecting decision to combine marriage and work
- Attitude of husband
- Personal and economic considerations
- Management of household
- Facilities for care of children
- Rewards of working
- Security of maintaining salable skills throughout family life cycle

Factors affecting choice of job
- Personal preference: interest in work, location, opportunities for learning and advancing
- Job availability: requirements, conditions of work, pay and benefits, community

Qualifications for employment
- Education
- Job skills and competencies
- Assets and limitations
- Willingness to practice or study for improvement of self or skills
- Experience
- Training: knowledge of growth and development of children, knowledge of home care techniques

Guides in applying for a job
- Prepare resumé: list personal qualifications, experience, and references
- Write letter of application: summary of qualifications, availability for job, request for an interview, completion of application form
- Prepare for job interview: punctual, mannerly, appropriately dressed, intelligent questioning, clear and concise responses, interested manner

Employer practices affecting employees
- Policies of hiring and firing
- Conditions of work
- Programs for employee recreation, welfare and self-improvement
- Systems of arbitration

Employee practices affecting employer
- Interest in optimum job performance
- Suggestions for improved methods
- Participation in employee organizations and labor unions
- Understanding of operational procedures
- Understanding of ethical procedure: honesty, loyalty, dependability

Fringe benefits of employment
- Bonus or profit-sharing plan
- Paid vacations
- Cooperative insurance
- Employment associations
- Group life insurance
- Employee savings and loan associations
- Sickness and accident insurance
- Medical service at work
- Cooperative medical care plan

Benefits derived from harmonious employer-employee relationships
- Personal satisfaction
- Optimum productivity
- Gainful contribution to economy

Laws and regulations related to employment
- Wage and salary standards
- Working hours
- Workmen's compensation
- Health insurance
- Social Security
- Consumer protection laws
- Legal rights of the employee
- Antidiscrimination laws

Learning Experiences

- Invite representatives from the New York State Employment Service and a private employment agency to discuss hiring practices. Follow with a question and answer session.
- Invite a representative from a large and a small business to discuss their personnel policies with the trainees. Invite employees from a large and a small employment situation to discuss working conditions and benefits. Follow with question and answer periods.
- Ask trainees to list the qualifications necessary to secure and keep a job. Group qualifications as to skills, competencies, and educational and physical requirements and discuss the importance of each qualification relative to successful job performance.
- Divide the class into groups, and ask them to review a simulated application and then stage the follow-up interview. Question each group as to reactions to the material and the interview and to rate the individual as a candidate for a given position of employment or promotion.
- Ask trainees to bring in the "Help Wanted" section of a newspaper and to choose jobs they would and would not consider. List the factors influencing decisions and discuss. Also analyze the data needed before any decision can be made.

Essential Learning: The Opportunities in Managerial Services

Contributions to society
- Service to growing public need

Places of employment
- Public and private housing projects
- Hotels, motels, boarding houses
- Apartment houses, trailer parks
- Day-care centers
- Institutions

Possible job opportunities in managerial services
- Housemother
- Housekeeper: hotel, institution, private home
- Cottage parent
- Management aide
- Manager: boarding house, rooming house

Advantages of employment
- Satisfaction
- Augmented income
- Financial independence

Disadvantages of employment
- Uncertain work period
- Uncertain hours
- Constant stress in disrupted situations

Learning Experiences

- Ask trainees to survey local opportunities for employment in the managerial occupations. They may contact the New York State Employment Service, public and private housing agencies, and private employment agencies and set up a display of job opportunities and requirements. Discuss how trainees can meet these requirements and improve their chances of being employed.

- Assign committees to investigate various local job opportunities open to trainees. They should set up a display of such materials as brochures, pamphlets, pictures of advertisements, and employee application forms.

- Plan a field trip to such employment areas as public and private housing agencies; hotels, motels, or boarding houses; trailer park offices; or convalescent homes. Discuss the job opportunities that exist as well as the working conditions.

Essential Learning: The Successful Employee

Personality traits:
- Promptness
- Dependability
- Patience
- Integrity: moral and ethical
- Cooperativeness
- Friendliness
- Tactfulness
- Appreciativeness
- Communicativeness
- Willingness
- Stability
- Maturity
- Patience
- Considerateness

Physical factors
- Clean appropriate clothes
- Clean and attractively arranged hair
- Appropriate makeup
- Good general health: stamina, posture, vitality

Personal background factors
- Values and goals
- Reason for seeking job
- Sincerity in needing or wanting work
- Interest and belief in the job

Learning Experiences

- Ask trainees to prepare and show transparencies on "Timely Tips for Job Seekers" which note such items as desirable character traits, good public relations activities, and cooperative work attitudes. Follow with a discussion period.

- Ask trainees to discuss and then list desirable and undesirable grooming and health practices.

- Ask each trainee to complete a personality inventory and aid him in recognizing strengths and weaknesses, in developing a desire to change poor habits, and in formulating a plan to improve personality habits.

MANAGING RESPONSIBILITIES

Topic A: Controlling Resources

BEHAVIORAL OUTCOMES

- Understands the importance of managing resources at home and on the job
- Identifies available resources
- Knows the elements of effective management of resources
- Recognizes relationship of use of resources to the achievement of goals

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Essential Learning: **Importance of Managing Resources at Home and on the Job**

Values to the family
- Provides for achievement of family needs with maximum efficiency
- Encourages sharing of responsibility
- Provides for balance of activity
- Aids in work simplification
- Creates an efficient work environment
- Permits best use of resources

Values to the individual
- Provides for the achievement of individual goals
- Leads to satisfaction in achievement
- Permits a view of total job to be done
- Leads to increase productivity

Learning Experiences

- Show a film like "You and Your Time" available from Association Films, and discuss ways of utilizing family resources to meet goals.
- Ask trainees to plan for one day's activity in the home and to comment on their own ability to follow their plan.
- Show a filmstrip such as "Take Time to Make Time" available from Household Finance, and discuss ways of working more efficiently.
- Show a film like "Your Family Budget" available from Coronet Films, or "Why Budget?" available from McGraw-Hill. Ask trainees to describe a personal experience which points out the advantage of budgeting time and/or money to achieve a personal goal. Develop a format for building a personal time schedule and/or budget to aid in the achievement of goals.

Essential Learning: Nature and Organization of Resources

Types of resources
- Human: knowledge, ability, skill, talent, attitude, energy
- Material: money, supplies, equipment

Elements of organizing to achieve goals
- Setting the goal
- Gathering information
- Planning
- Carrying out the plan
- Evaluating the results

Learning Experiences

- Ask trainees to organize a "Personal Resources Check List" which shows their current resources and future goals and to share ideas by discussing the strengths and weaknesses and areas for improvement. They may keep a running weekly check to determine any changes in their resources and may seek assistance from some member of the guidance staff or a personnel director in evaluating their experiences.

- Ask trainees to identify one future goal and to make plans for carrying out this goal. They may share ideas by discussing ways of accomplishing goals with the greatest satisfaction and least effort. At some point, they may wish to reconsider their goals and to make possible revision of plans.

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Topic B: Achieving Personal and Family Goals Through Management Techniques

BEHAVIORAL OUTCOMES

- Recognizes situations where management practices may be applied

- Applies the elements of organization for the achievement of goals

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Essential Learning: Basic Guides

Guides for planning
- Identify specific tasks to be accomplished
- Establish priority of steps to be taken in terms of total results and resources available
- Determine best method of carrying out tasks

Guides for implementing
- Carry out tasks as planned
- Adapt methods and resources to plans
- Follow directions when using new techniques or equipment
- Use healthful procedures: good posture, proper working heights
- Consult helpful resources when needed
- Change plans when need arises

- Plan methods and techniques most appropriate to specific tasks and that make efficient use of resources
- Identify equipment and supplies needed

Guides for evaluation
- Assess results of efforts
- Improve methods of carrying out task
- Select more appropriate equipment
- Use time, energy, and other resources more advantageously

Learning Experiences

- Brainstorm for ideas on how to develop short cuts and efficient methods for housekeeping practices. Organize information and duplicate for trainees.
- Ask trainees to find examples of various ways of achieving goals. In the ensuing discussion, point out alternate ways of accomplishing aims.
- Show a film like "Your Posture" available from McGraw-Hill, and discuss the importance of good physical condition to provide satisfactory management service.
- Assign articles that will develop greater insights into the methods of reaching desired goals. Discuss the planning, implementing, and evaluating of procedures that were used in achieving these goals.
- Ask trainees to select individual or group problems requiring the application of management procedures and outline the methods which might be used for reaching an effective solution.

Essential Learning: Basic Situations

Situations requiring management by unmarried worker
- Finding a place to live
- Becoming familiar with community
- Maintaining good health: proper diet, adequate rest and exercise, recreational activities
- Making new friends
- Improving self: courses, organizations, hobbies
- Developing a financial plan
- Purchasing goods and services

Situations requiring management by a married worker
- Maintaining the home
- Providing for special and regular activities of the family
- Marketing and preparing meals
- Providing for care of children
- Planning time to be with children
- Planning time for self-improvement and relaxation
- Developing and executing a family financial plan

Learning Experiences

- Assign committees to prepare information for a discussion on "Management for the Single Worker" and include topics such as finding a place to live, maintaining proper health, and developing a financial plan. Ask married trainees to share their experiences for each of the above topics.

- Show films like "It Takes All Kinds," and "Marriage Today" available from McGraw-Hill, or "Marriage is a Partnership" available from Coronet Films. Discuss the management techniques which involve the married woman's role in managing the home at the same time she is working outside. Ask trainees to list management practices which might be useful in their own situations and to share personal management techniques not pointed out in film.

- Discuss the many responsibilities of the adult women in our society. Ask the trainees to estimate the amount of time spent in carrying out these responsibilities and to point out the need for organization in order to meet these demands.

ESTABLISHING WORKING RELATIONSHIPS WITH EMPLOYER, STAFF, AND CLIENTS

Job Responsibility A: Communicating Information To Others

COMPETENCIES

- Becomes familiar with communication media
- Recognizes significance of communications
- Develops skills involved in communicating with others
- Acquires understandings basic to working effectively with people
- Uses acquired knowledge to improve relationships

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Essential Learning: Skills of Communication

Kinds of communications
- Oral
- Visual
- Audiovisual

Ways of communicating
- Discussing on individual and group levels
- Demonstrating
- Publishing letters, flyers
- Using audiovisual aids
- Exhibiting related materials

Factors determining means of communication
- Type of communication available
- Number of people to be reached
- Equipment available
- Cost per unit
- Skill of leader

Skills related to communication in business
- Answering telephone
- Using intercom
- Meeting people: patrons, tradesman

Learning Experiences

- Utilize such communication skills as displays, audiovisual aids, and newsletters in teaching content. Summarize by asking trainees to discuss the methods used that will help in getting information to others. Use group discussion method and list points made on chalkboard.
- Display a number of advertisements to illustrate how art and the printed word combine to communicate to the reader.

Essential Learning: Significance of Communications

Reasons for communicating
- Improve understanding
- Convey information
- Give direction
- Increase knowledge

Benefits of communicating
- Improved understanding
- Improved relationships
- Greater availability of reliable information
- Better informed personnel

Learning Experiences

- Arrange for a resource person like a representative from the telephone company, a personnel officer from an advertising agency or a motel or hotel chain, or a teacher of advertising design to discuss the importance of communicating with others. Follow with a question and answer period.
- Ask trainees to list reasons for breakdown in communications between staff and client and to suggest ways of reestablishing these lines of communications.

Essential Learning: Promotion of Good Public Relations

Factors affecting public relations
- Public reaction to policies
- Public image of establishment
- Effective communication with individuals and groups
- Public policies related to participation in community projects
- Programs for in-service training
- Maintenance of up-to-date facilities

Ways to promote good relationships with clients
- Giving satisfactory service
- Creating pleasant surroundings
- Providing general information
- Respecting personal dignity
- Maintaining attitudes of courtesy, helpfulness, and respect

Ways to promote good relationships with working staff
- Initiating incentive plans
- Utilizing job titles
- Encouraging individual initiative
- Establishing an employer-employee decisionmaking partnership
- Encouraging an atmosphere of mutual respect

Learning Experiences

- Identify basic human drives, and discuss the factors which cause similarities or differences in people. Encourage trainees to discuss their own experiences in working with people.

- Invite a public relations person to discuss some of the policies and procedures the management of various companies use to promote good relationships with both their clients and their employees.

Job Responsibility B: Using Good Business Procedures

COMPETENCIES

- Develops a workable routine
- Keeps complete and accurate records
- Learns to recognize legitimate complaints

Essential Learning: Establishment of a Routine

Factors affecting the development of a routine
- Responsibilities of the job
- Availability of personnel, equipment, and supplies
- Requirements of the policies and practices

Techniques for implementing routines
- Plan daily, weekly, monthly, and seasonal tasks
- Chart job assignments
- Determine time necessary to carry out tasks
- Develop schedule for effective use of workers

Learning Experiences

- Invite a management specialist to discuss the routines developed and the techniques used in the supervision of a large staff. Follow with buzz groups to elicit ideas which trainees could possibly use on the job.
- Develop case studies which describe the various ways in which routine tasks are handled. Ask trainees to analyze both good and poor practices.
- Discuss with trainees the advantage and disadvantages of establishing a routine for doing tasks. Ask trainees to develop a list of common jobs and then to indicate when, how often, and the individual responsible for each job.

Essential Learning: Maintenance of Adequate Records

Types of records
- Financial: income, expenditures, payroll
- Inventory: equipment and supplies
- Personnel: personal data, schedules, assignments
- Program: budgets, activities
- Legal: accident claims, insurance

Data compiled from reports of staff and clients
- Damages and breakage
- Loss or theft
- Complaints and compliments
- Requests
- Suggestions

Learning Experiences

- Prepare a display of sample copies of records and forms. Give sample copies of different kinds of forms to each trainee and allow him time to become familiar with each form. Discuss the information necessary for completing forms and emphasize the importance of making the completion accurately and promptly. Have each trainee complete a sample form and exchange it with another trainee who will check for completeness.

- Use circular response technique to determine items that might be reported to a manager. List items on chalkboard. Divide class into buzz groups, and assign items from list to each group, then have each group discuss the importance of each item mentioned.

Unit 4

DEVELOPING GOOD STAFF MEMBERS

Job Responsibility A: Hiring and Orienting Staff to Their Responsibilities

COMPETENCIES

- Selects, hires, and trains household staff members
- Develops a practical schedule before assigning workers to duties
- Creates harmonious employer-employee relationships
- Understands basic human needs
- Knows the factors that cause people to be alike and different

Essential Learning: Relating to Others

Basic individual needs
- Dignity
- Self-respect
- Group esteem
- Group acceptance
- Security

Basic factors influencing responses
- Ability and skills
- Initiative and experience
- Likes and dislikes
- Attitudes and opinions
- Habits and customs

Learning Experiences

- Discuss the statement, "A company places high priority on the public interest when making any decision." Use circular response method when asking for an interpretation of the quotation. Develop a list of ways in which public relations can be affected by throughtful action.
- Role play various situations which require oral communication between management and the public. Discuss how each individual might feel as a result of the personal contact.
- Ask trainees to prepare a list of impersonal, and friendly topics that might be used in casual conversation with either the employer or staff. Discuss the importance of showing respect for elder, avoiding the effect of prying, and respecting the privacy of the individual.

Essential Learning: Relating to the Employer

Traits desirable in an employer
- Friendly
- Fair
- Self-disciplined
- Appreciative
- Able to praise and/or reward good performances

Ways to provide harmonious employer-employee relationships
- Keep channels of communications open for ideas, suggestions, complaints, and criticism
- Be unbiased in treatment of employees
- Provide favorable working conditions
- Admit mistakes
- Provide solutions

Learning Experiences

- List desirable employer traits on the chalkboard and discuss. Have trainees lead class discussion explaining how each of the traits can affect working relationships. Develop a list of traits depicting "An Ideal Employer." Discuss ways to provide for harmonious employer-employee relationships.

- Invite an employer to discuss traits he would look for in an employee and explain why he places emphasis in certain areas. Follow with a question and answer period.

Essential Learning: Hiring Qualified Staff

Factors in selecting staff
- Experience
- Training
- Personality
- Appearance
- Requirements: physical, mental, emotional
- References

Procedures in hiring staff
- Consider sources for applicants
- Review application forms
- Interview applicants
- Check references
- Orient applicants: job description, working hours, paydays, benefits, safety rules, location of employment

Learning Experiences

- Describe a specific job opening. Divide the class into three groups to determine overall qualifications of an applicant who would be most suited to the job. Group one should weigh factors in selecting employee. Group two should consider procedures in hiring. Group three should consider steps in training. The group chairmen may report discussions to the class and review the criteria important in selecting, hiring, and training employees.

- Role play an interview with an applicant, and ask class to evaluate the hiring procedure and the attitudes of the applicant. Discuss briefly other hiring procedures which might be considered.

Essential Learning: Preparing Staff Members for Jobs

Steps in training staff
- Set up orientation
- Demonstrate use of materials
- Supervise initial training period
- Evaluate performance periodically

Methods of assigning workers to duties
- Make judgments as to worker's ability
- Assign tasks to those most suited
- Consider worker preference and seniority
- Rotate assignments

Learning Experiences

- Role play "Training a new employee to dust a room." Ask class to evaluate performance, make comments on good points, and give suggestions for areas that need improvement.

- Ask trainees to develop job assignment charts for specific establishments. Discuss the advantages and disadvantages of the charts.

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Job Responsibility B: Providing Effective Supervision of Staff

COMPETENCIES

- Uses acceptable methods to supervise working staff
- Gives instructions clearly
- Demonstrates and talks effectively
- Interviews in depth
- Develops sensitivity to strengths and weaknesses in the work force
- Instructs employees regarding rules and regulations
- Informs individuals and/or families of existing rules and regulations
- Recognizes need for periodic inspection
- Develops criteria to be used for work inspection

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Essential Learning: Orientation and Supervision of Employees

Guides for effective supervision
- Orient employees regarding rules and regulations of the establishment
- Give clear concise instructions for work operations
- Check to make sure instructions are understood
- Give realistic suggestions in relation to time available for job
- Demonstrate as many job techniques as possible
- Confer periodically with employees in regard to quality and habits of work

Results of effective supervision
- An efficiently functioning organization
- A trained work force
- Satisfactory employer-employee relations
- Reduction of grievances

Techniques for effective supervision
- Cultivation of sensitivity to strengths and weaknesses in work force
- Recognition of individual ability
- Placement of workers according to ability
- Provision for job incentives: rewards, bonuses
- Provision for free exchange of ideas
- Provision for employee promotions and transfers

Learning Experiences

- Discuss the necessity for developing a set of rules and regulations for employees. Emphasize the importance of a written guidebook for employees that is simple, direct, and easily understood. Summarize benefits that may be gained from effective supervision.

- Role play both good and poor methods of supervision. Discuss the effect of the methods on the employee. Discuss employer image.

Essential Learning: Development and Maintenance of Standards

Reasons for inspection
- Insure satisfactory performance
- Check efficiency
- Promote health and safety

Areas of inspection
- Worker performance
- Work quality
- Work methods
- Work accomplished
- Safety standards

Learning Experiences

- Invite an executive housekeeper to discuss the consecutive phases of work inspection, the importance of maintaining acceptable work standards, and the way in which she attempts to promote employee pride in the establishment.

- Ask trainees to develop a check list to use during the laboratory experiments to determine whether or not standards have been attempted.

GIVING HELP TO CLIENTS

Job Responsibility A: Interpreting the Services Available

COMPETENCIES

- Knows the functions of local public and private organizations equipped to provide various family services
- Knows the process for making decisions
- Interprets information regarding the needs of clients and implements action

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Essential Learning: Nature of Services Available

Types of services
- Maintenance
- Educational
- Medical
- Religious
- Recreational

Location of services
- Churches
- Clubs
- Hospitals
- Clinics
- Schools
- Housing office
- Library
- Community agencies

Learning Experiences

- Invite representatives from various public and private organizations to discuss the services which their organization can provide to individuals and families. Have a committee of trainees develop a chart of organizations and the types of services provided by each.
- Ask trainees to collect and display various pamphlets, brochures, and advertisements which tell about client services available from community agencies, clubs, and libraries.

Essential Learning: Provision for Services Needed

Ways of determining services needed by clients
- Person-to-person contact: group conferences, interviews
- Impersonal contacts: questionnaire, checklist, observations

Steps in determining solutions to client concerns
- Determine problem
- List possible solutions
- Select best solution
- Implement action
- Evaluate results

Learning Experiences

- Ask trainees to role play various situations which illustrate methods of gathering information from clients. Discuss advantages and disadvantages of each method.
- Ask trainees to role play various problem situations presented by teacher and then to evaluate the solutions presented.

Job Responsibility B: Providing Resources

COMPETENCIES

- Uses established sources of information concerning available community services
- Displays materials to encourage families to seek reliable help for solving problems

Essential Learning: Selection of Information

Sources of information
- Governmental agencies: federal, State, county, local
- Private organizations: voluntary, industrial
- Consultants: service specialists
- Printed materials: bulletins, flyers, posters, pamphlets
- Audiovisual aids: films, filmstrips, television

Standards for selection of information
- Need
- Suitability
- Readability: vocabulary, size of print, illustrations

Learning Experiences

- Ask trainees to list family service organizations in local area and discuss their functions. Draw two columns on chalkboard; title one column "Organizations," the second column, "Functions of Organizations" and have committee summarize and prepare a resource sheet for class distribution.

- Invite members of various groups to explain the functions and resources of their organization. Follow with a question and answer period and an evaluation of the usefulness of the information presented.

Essential Learning: Dissemination of Information

Methods of distributing information
- Personal delivery
- Exhibits
- House-to-house distribution
- Mail
- Giveaways

Reasons for distributing information
- Help solve problems
- Familiarize individuals with additional resources
- Aid independent research

Learning Experiences

- Exhibit types of materials and discuss the sources of information that would assist homemakers in answering questions on such topics as recreation, eating places, schools, religious institutions, family counseling services, adult education courses, and child care centers. Have class develop criteria for selecting materials for distribution. Utilizing the exhibit materials, divide the class into committees to review material and select the ones they would use for distribution.

- Ask trainees to role play personal contact situations like a telephone conversation requesting various types of information. Discuss each technique used.

Unit **6**

PROVIDING EFFECTIVE MAINTENANCE SERVICES

Job Responsibility A: Supervising the Maintenance of the Home and/or Building

COMPETENCIES

- Recognizes the need for cleaning, remodeling, and making repairs
- Arranges for or cleans rooms and public areas
- Presents or makes arrangements for demonstrations on the use and care of equipment
- Detects and takes appropriate action when there is a need for minor electrical, structural, or plumbing repairs
- Recognizes the care needed to have outside grounds and recreational areas meet suitable standards
- Inspects work for meeting prescribed standards

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Essential Learning: Importance of Attractive Surroundings

Reasons for attractive surroundings
- Appearance
- Cleanliness
- Safety
- Prestige

Factors contributing to unsightly surroundings
- Grit
- Dust
- Lint
- Scraps of paper and cloth
- Trash
- Spilled liquids
- Burned food
- Finger prints
- Oily residue
- Rust
- Tarnish

Areas requiring special attention
- Toilet facilities: mirrors, windows
- Hallways, stairs, elevators
- Telephone booths
- Lounges

Considerations for cleaning
- Job to be done
- Cleaning agents required
- Equipment needed
- Procedures organized
- Results evaluated
- Equipment and supplies properly stored

Procedures for caring of outside grounds
- Inspect regularly
- Delegate jobs to workers
- Use proper tools and equipment
- Provide receptacles for waste
- Check results

Ways of improving appearance of surroundings
- Remove dirt
- Control household pests: flies, mosquitos, roaches, bed bugs, termites, clothes moths, rodents
- Put room in order: furnishings, personal belongings

Learning Experiences

- Divide trainees into two groups, and ask one group to list the attractive aspects of the classroom and the second to list unattractive aspects. They should report their findings to the entire class. Elicit ideas for improving the unattractive aspects of the classroom and develop general criteria for improving appearance of the surroundings.

- Arrange for a local resource person such as a management aide, a utility representative, retail store representative, or service repairman to demonstrate the use and care of cleaning equipment.

- Divide the class into three groups and assign each a hypothetical cleaning problem to solve. Each problem should require a different method and tools for its solution. Discuss the effectiveness of the solutions suggested.

Essential Learning: Identification of Remodeling Jobs

Factors indicating need for remodeling
- Faulty or inadequate lighting, heating, or plumbing
- Lack of storage space for equipment
- Cramped work areas
- Lack of beauty
- Dated decor
- Antiquated facilities

Benefits of remodeling
- Increased safety
- Greater convenience
- More efficiency
- Greater attractiveness
- Increased valuation
- Heightened morale

Learning Experiences

- Assign specific maintenance problems to committee groups to investigate. Ask each group to discuss the best solution, an alternate solution, and to report findings to class.

- Use magazine illustrations on an opaque projector to show before and after pictures of remodeling. Discuss factors that indicate the need for remodeling.

Essential Learning: Identification of Repair Jobs

Factors indicating the need for repairs
- Broken or poorly-fitted windows
- Leaky plumbing
- Cracked, marred or damaged walls, floors, ceilings
- Overloaded electric circuits
- Safety hazards: loose steps, unsafe railings
- Buckles, cracks, or potholes in sidewalks, driveways, parking areas

Reasons for making repairs
- Safety
- Health
- Economy
- Appearance

Steps in caring for minor repairs
- Inspection at regular intervals
- Examination of complaints
- Compilation of estimates
- Implementation of action

Learning Experiences

- Use the circular response method to determine the factors that indicate a need for repairs. Utilizing resource materials, determine the standards for the maintenance of a home and/or buildings.

- Discuss the procedures leading to the decisions to provide for minor repairs. Appoint a committee to prepare a sheet giving the procedures discussed.

Job Responsibility B: Taking Appropriate Action Related To Maintenance Problems

COMPETENCIES

- Copes with vandalism and makes proper referrals

- Investigates and adjusts complaints related to maintenance

Essential Learning: Coping With Vandalism

Types of vandalims
- Malicious mischief: tipping over trash barrel, defacing property, ringing doorbells
- Destruction of property: breaking windows, breaking exterior lights, arson

Types of action
- Immediate solution and dismissal
- Referral to proper authority
- No referral to manager or owner

Considerations in determining action
- Types of damage: major, minor
- Cause of damage: accident, vandalism, disaster (flood, fire, tornado, riot)

Learning Experiences

- Arrange for representatives of the local law enforcement agency, the legal aid society, the juvenile aid bureau, and a manager of a local housing project to discuss the handling of various types of vandalism and the legal position of parties involved. Follow with a question and answer period.

- Ask class members to bring in newspaper articles related to vandalism. Discuss articles and ask class to suggest ways in which they would have coped with the situations.

Essential Learning: Handling Complaints

Kinds of complaints
- Needed repairs and/or remodeling
- Inadequate service
- Noise
- Vandalism
- Theft

Steps for handling complaints
- Get all the facts
- Weigh evidence and decide upon action to follow
- Take action yourself or request help
- Check results

Learning Experiences

- Ask group to suggest examples of complaints related to maintenance or to use cartoons depicting complaints. Role play several ways of resolving situations and discuss possible outcomes. Follow by outlining the steps for the handling of complaints.

- Role play various situations which involve the supervisor and the customer in resolving maintenance complaints. Discuss steps used by supervisor and the possible customer reactions.

Unit 7

PROVIDING EFFECTIVE FOOD SERVICE

Job Responsibility A: Organizing a Food Preparation Operation

COMPETENCIES

- Recognizes the principles for the safe handling of food during preparation and storage
- Provides for work simplification methods during food preparation and service

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Essential Learning: Kitchen Organization

Ways to organize a kitchen
- Provide adequate work and storage space
- Place the stove, refrigerator, and sink in a compact working triangle
- Place work counters next to the refrigerator and sink
- Store supplies and equipment close to where they will be used
- Store frequently-used items within reach
- Provide good lighting for work areas
- Have a specific place for all work items
- Eliminate useless equipment or supplies

Advantages of a well-organized kitchen
- Hastens production
- Saves time
- Conserves energy
- Eliminates backtracking
- Avoids confusion
- Promotes efficiency

Learning Experiences

- Show film on kitchen planning and follow with class discussion on the advantages of kitchen planning and good organization.
- Project pictures of different types of kitchen layouts, and discuss work sequence in relation to the layout of work centers.

Essential Learning: Work Simplification

Methods of work simplification in food preparation
- Organize convenient places for work and storage: range area, sink area, mixing center
- Provide a specific place for each piece of equipment and return equipment to proper place
- Eliminate unnecessary motions: use both hands; use proper posture when sitting, lifting, standing; use paper sacks for flouring meats, sugaring doughnuts; protect work surfaces from peelings with paper

Methods of work simplification in food service
- Provide adequate space for serving
- Store serving dishes at point of first use
- Become familiar with the routine of service
- Use serving cart or trays to reduce number of trips
- Develop and use a plan for serving food
- Maintain orderliness in kitchen while serving

Methods of work simplification in food service cleanup
- Wash utensils, pots, and pans immediately after use
- Soak stubborn pieces of equipment
- Scrape, rinse, and stack soiled dishes as they come into kitchen and place near sink or dishwasher
- Take care of leftovers as they are brought from table
- Use sanitary liners in garbage cans
- Clean range and sink area when necessary

Learning Experiences

- Ask class members to role play the correct and incorrect postures for sitting, lifting, and standing. Discuss the effects of good posture from the standpoints of health, strength, and energy.

- Show a film like "A Step Saving U Kitchen" available from the U.S. Department of Agriculture, and discuss various ideas for saving time and motion in the kitchen.

- Discuss methods of work simplification and their effects on workers' efficiency. Have a committee summarize the discussion and prepare a worksheet for class distribution.

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Job Responsibility B: Supervising Daily Meal Preparation

COMPETENCIES

- Recognizes the importance of attractive food service in pleasant surroundings
- Uses accepted standards as guides for planning nutritious meals
- Considers the group to be fed, their cultural preferences, costs, equipment, and ability of the staff

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Essential Learning: Meal Planning, Preparation, and Service

Factors influencing meal planning
- Ability of staff
- Basic four-food guide
- Number to be fed
- Food customs
- Cost within budget
- Equipment available
- Weather

Suggestions for effective food preparation
- Use recipes correctly
- Know effect of measurements and procedures on various products
- Use appropriate methods of combining ingredients
- Use appropriate cooking or chilling temperature
- Use appropriate methods of conserving nutrients to insure good texture and pleasing flavor

Suggestions for appropriate food service
- Use correct serving temperature
- Check safe length of time for keeping food at correct temperature before serving
- Serve food attractively
- Follow time schedule
- Use proper table appointments

Suggestions for sanitary food handling
- Wear clean uniform
- Arrange hair neatly
- Observe health habits: wash hands frequently, cover mouth when sneezing or coughing, use tasting spoon

Suggestions for sanitary food preparation
- Use clean utensils
- Clean fresh foods before using
- Keep food covered
- Use special tasting spoon, don't replace spoon in food after tasting

Suggestions for sanitary food storage
- Wash food before storing or using
- Keep perishable foods refrigerated
- Keep storage area clean

Learning Experiences

- Demonstrate different cooking temperatures. For example, show the difference between simmering and boiling of water in a saucepan on the range.
- Ask trainee to give a demonstration of how to measure dry ingredients, liquids, and solid fats correctly. Have class comment on techniques and suggest ways of showing a new worker the correct methods.
- Show a film like "Why Foods Spoil" available from Encyclopedia Britannica Films, Inc., and discuss with the trainees the importance of sanitation in food handling.
- Demonstrate table settings for various types of service and menus. Refer to current issues of women's magazines and distribute leaflets illustrating effective table service.
- Arrange for a guided tour of local restaurant to observe work procedures in the dining, serving, and preparing centers. Follow tour with a question and answer period.

Essential Learning: Kitchen Safety

Ways to provide safe working conditions
- Purchase only safety approved equipment
- Keep equipment in good repair
- Provide for safe arrangements
- Check worker's methods for proper use of equipment
- Remove and/or report unsafe equipment

Practices to promote safety
- Use correct tool for job
- Follow instructions for use of equipment
- Keep work areas uncluttered
- Use a sturdy stepstool for hard-to-reach objects
- Wipe up spills immediately
- Keep oven and cupboard doors closed

Learning Experiences

- Show a filmstrip like "Safety in the Kitchen" available from McGraw-Hill, and review with trainees ways to provide safe working conditions.
- Show pictures illustrating various kitchen hazards, and ask trainees to identify each hazard and to discuss necessary remedial steps.

GLOSSARY

This list of terms used throughout the bulletin is presented to teachers and administrators to help them use the material more effectively.

Area occupational program: The total occupational offerings for a specific region consisting of a diverse combination of such subject fields as agriculture, business, distributive, health, home economics, technical, and trade education and generally housed in a separate facility called an area center.

Behavioral outcome: A statement of expected changes in a trainee's behavior that results from the learning process.

Competency: A specific employee behavior that is essential to the performance of a job responsibility; each job responsibility involves several competencies which serve as specific aims for training.

Content: A topical outline of material essential to the development of practical learnings and competencies.

Cooperative work experience: On-the-job practice in actual job situations.

Course of study: The total curriculum including job responsibilities, outline of content, and suggested learning experiences.

Essential learning: A phrase used to pinpoint detailed content taught to assure trainee attainment of competencies.

Family service occupations: Employment opportunities for mature adults having interest in and ability to assume full or partial responsibility for the care of a child or an adult and to maintain a wholesome atmosphere in the home.

Job cluster: A group of jobs with different titles which involves a basic core of skills and responsibilities.

Job responsibility: A major activity, project, duty, or unit of work to be performed by the employee; each occupation is composed of several job responsibilities which serve as overall training objectives.

Learning experience: A procedure or combination of procedures by which content is introduced, developed, and evaluated through class study; several experiences are necessary for full coverage of an area of content.

Managerial occupations: Employment opportunities for persons having an interest in and ability to assist in the management and operation of public or private housing projects or institutions.

Resource list: Data regarding location of sources of basic and supplemental information to be used by teachers and/or trainees.

Time allocation: Approximate number of hours necessary to cover classroom, laboratory, and cooperative work experiences.

Training plan: An outline of related units selected for training for a specific cluster of occupations.

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